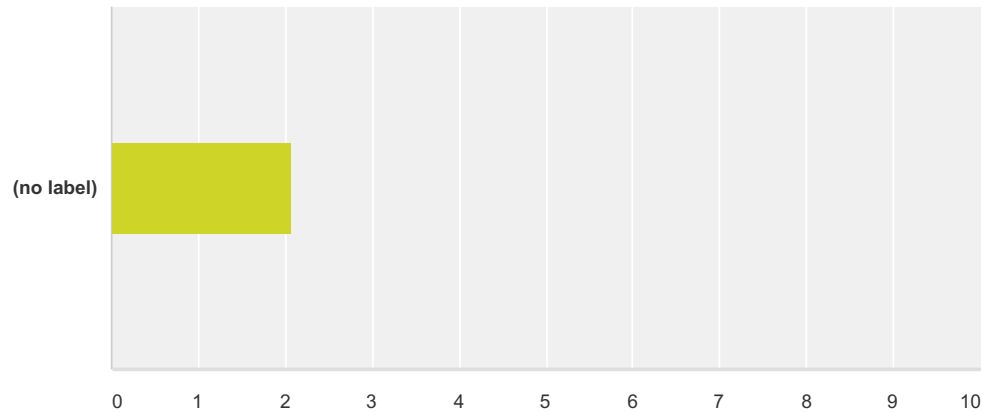


Q3 The standards in this strand are developmentally appropriate.

Answered: 196 Skipped: 580



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	48.47% 95	16.33% 32	14.80% 29	20.41% 40	196	2.07

#	Suggested revisions for standards:	Date
1	In grade one it mentioned being able to blend consonants, such as spl, but then also segment spl into 3 sounds, so this seems contradictory without proper explanation.	12/2/2015 9:38 PM
2	4: Understanding how English is written and read. Kindergarten This standard needs to be more specific. What do you mean by emergent? What level should a kindergarten student be reading on by the end of kindergarten. Emergent seems very vague especially if you say with support.	12/2/2015 4:03 PM
3	RF1A 1st- Eliminate A.,B., and E. these proposed standards are taught in Kindergarten.	12/2/2015 3:40 PM
4	Standards seem much more simplistic than current standards. They seem to lower the expectations for learning and a step backwards from our current MLS.	12/2/2015 3:21 PM
5	concerned with "naming" the letters to a sound in K concerned with the removal of these in K "e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words." "Associate the long and short sounds with common spellings (graphemes) for the five major vowels." concerned with removal of this in 1st grade: "d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a word"	12/2/2015 1:54 PM
6	For 3A, Phonics, why does it continue into 3rd grade, rather than moving into more of a word study, like Words Their Way (http://www.pearsonhighered.com/educator/series/Words-Their-Way-Series/10888.page)? There is little research to support phonics past 1st or 2nd grade. Please see the lit review of this work: http://www.bakeru.edu/images/pdf/SOE/EdD_Theses/Sapp_Lorri.pdf . Additionally, some of the items that are listed are not actually phonics, such as 3A.3.c, "changing the final "y" to "i" (e.g., baby to babies)".	12/2/2015 10:32 AM
7	The "developmentally appropriate" language needs to be taken out of all standard strands. Not only does it scream anti- Common Core rhetoric, developmentally appropriate depends on the kid, not the grade level he or she is in. To deem certain standards developmentally appropriate at certain grade levels assumes all kids develop at the same rate which we know to be untrue.	12/2/2015 9:11 AM
8	Standard RF1A d. author and illustrator should be introduced but not required to be identified because too abstract for kindergarten.	12/1/2015 8:35 PM
9	lacks progression through the grades	12/1/2015 3:34 PM

HB1490 Work Group - English Language Arts (ELA) K-5

10	It appears that foundational reading skills are all but ignored in the upper grades, especially 5th grade. The research tells us that approximately 20% of our reading instruction in grades 3-5 should be on surface structures, but at 5th grade the only foundational standard listed is to orally read grade-appropriate text with fluency and comprehension. The 5th grade should not be ignored with regard to the surface structure of reading.	12/1/2015 3:13 PM
11	Sight words are with Reading Foundations under phonics. Sight words should not be with phonics.	12/1/2015 2:00 PM
12	Students need to recognize and identify number of syllables in words.	12/1/2015 11:52 AM
13	Just a reminder that developmentally children need time to process and absorb academic language, with that said we also need to take into consideration our students whom are reading below level from the beginning of their education.	12/1/2015 8:00 AM
14	The "developmentally appropriate" language needs to be removed from all strands of ELA standards. Not only does it scream anti-Common Core rhetoric, developmentally appropriate depends on the kid, not the grade level he or she is in. To outline these standards as saying they are developmentally appropriate at this grade level assumes all kids develop at the same rate, which we know to be untrue.	12/1/2015 5:11 AM
15	This set of standards needs more specific detail on what common spelling patterns are expected as well as an academic vocabulary that the students are expected to know at each grade level.	11/30/2015 2:34 PM
16	Developmentally Appropriate: Yes	11/30/2015 1:14 PM
17	Move 1st grade standard 1Ag to Kindergarten.	11/30/2015 1:13 PM
18	Many of the 1st grade standards are below current expectations. Goal 2 for the Missouri's 10 in 20 is that students will enter kindergarten prepared to be successful. Early childhood programs teacher students to identify upper and lower case letters and this is listed as a first grade standard. These first grade standards are far below current expectations.	11/30/2015 1:06 PM
19	3.1.b. Apply a writing process to develop a text for audience and purpose. Simple or compound sentences in 3rd or 4th grade? Currently shows compound sentences in 4th grade, but would move both, simple and complex to 3rd AND 4th.	11/30/2015 12:28 PM
20	Standards should be very precise for K-2. The standards appeared too vague. Recognizing upper & lower case letters is very explicit...as it should be. As the standards continued, they began to generalize & become vague.	11/30/2015 12:15 PM
21	Kindergarten standards are too rigorous as most students are not developmentally ready. The "gap" between students and grade level is starting earlier than it used to. Students need to spend more time on phonemic awareness.	11/30/2015 10:59 AM
22	What does "continue to address earlier standards as needed and as applies to more difficult texts" mean? (too broad and confusing) What does "aligns with overall standard" mean?	11/30/2015 10:24 AM
23	Blanket statements such as RF1A 5th "Continue to address earlier standards as needed and as applies to more difficult texts" is too broad and doesn't identify anything helpful to the teacher. The statement also implies that a 5th grade student should be taught everything (all skills) that have not been mastered to date. This is a very unrealistic goal. RF4A 5th Not sure what the statement "Aligns with overall standard" means. Very confused as to what "aligns" means and any time a broad statement such as "with overall standard" is used, it is very confusing and unclear. RF4A 5th "Not in proposed standards" refers to the common core skill "use context to confirm or self-correct word recognition and understanding, rereading as necessary". (This is a very important skill and should not be dropped from the 5th grade standard.)	11/30/2015 10:22 AM
24	The standards appear to be more developmentally appropriate than the common core standards previously used.	11/30/2015 9:49 AM
25	RF3A first grade: what does identify mean? Does that mean that students are to be able to do this when they leave 1st grade? It is not mentioned in 2nd grade, so it is assumed that it should be mastered in 1st grade. Vowel diphthongs and vowel digraphs are not DAP in first grade reading levels. What resource was used to determine the criteria for this? Jan Richardson or the SPelling Inventory (Donald Bear) would argue that those phonics skills are not DAP for 1st grade. That is a second grade skill. IT should be added to second grade.	11/30/2015 9:46 AM
26	I am curious where this is referenced from or what research was considered when writing the standard RF3A 1st grade. Vowel diphthongs and vowel digraphs are not DAP for first grade if you are asking the students to be able to use them effectively in the reading process. So is this standard expected to be mastered by the end of first grade bc it is not mentioned in second grade??	11/30/2015 9:40 AM
27	RF3A (1st Grade)Vague...what does "identify" mean? I feel there are too many strands to be held accountable for. Vowel diphthongs and digraphs are not appropriate for first grade.	11/30/2015 9:40 AM
28	RF3A is not developmentally appropriate for first grade	11/30/2015 9:40 AM
29	RF3A is questionable. This is not developmentally appropriate.	11/30/2015 9:40 AM
30	1st grade standards are below our current expectations. Goal 2 for Missouri's Top 10 in 20 is that students will enter K prepared to be successful. Early childhood programs teach students to identify upper and lower case letters and this is listed as a first grade standard. These first grade standards are far below current expectations.	11/30/2015 9:38 AM

HB1490 Work Group - English Language Arts (ELA) K-5

31	Specifically state the standards for grades 3-5. Expand a bit on those grades.	11/30/2015 9:37 AM
32	The way the standards are written for third, fourth, and fifth grade has no meaning and is confusing. Using the phrase "continue to addressed earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are expected to learn.	11/30/2015 9:35 AM
33	The way standards are phrased for third, fourth, and fifth grade has no meaning. Using the phrase "continue to addressed earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are supposed to be learning.	11/30/2015 9:34 AM
34	Each grade has the same expectations.	11/30/2015 9:16 AM
35	Many of the grades have the same standard, worded exactly the same. There is no progression shown. A few of the standards state to complete at a developmentally appropriate level, but do not state what that level is. Is that level for the grade level or the individual level?	11/30/2015 9:16 AM
36	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:33 AM
37	Letter d, e, and g should be eliminated and moved to Kindergarten standard.	11/24/2015 3:28 PM
38	RF 1 A a- Current kindergarten proposal has identify; change to identify and name RF.1.A.g- Move from 1st grade to Kindergarten The following current standards need to be added back into the proposed standards for Kindergarten: RF.K.2.d RF.K.2.e	11/24/2015 11:59 AM
39	We appreciate that word families are in the 1st grade standards. We appreciate that contractions are not part of the 1st grade standards. Third grade appreciates that hand writing and cursive is back.	11/23/2015 11:12 AM
40	Make the fifth grade more definitive in phonics skills on Latin and Greek roots	11/20/2015 10:49 AM
41	The new proposed standards are not appropriate. By leaving the current MLS, we destroy the hard, quality work of teachers and administrators over the last several years. We would lose all the wonderful resources available to us because we share standards with so many other states.	11/20/2015 10:21 AM
42	Most print concepts are covered and mastered in Kindergarten.	11/19/2015 5:10 PM
43	Alphabetic order of words is not going to help students read. First grades should definitely be writing their first and last names correctly. This is a preschool and kindergarten expectation.	11/19/2015 5:10 PM
44	Most print awareness and phonological awareness are covered in the kindergarten curriculum.	11/19/2015 5:04 PM
45	Print awareness should not be in 2nd grade. Second graders should have this mastered. I really do not understand the emphasis on alphabetizing words. This standard is seen in multiple strands across the standards. These standards were not cross-referenced. Print awareness standard RF2.1.A.d of recognizing the distinguishing features of a sentence (eg. commas and quotation marks). I thought the distinguishing features of a sentence were using a noun and a verb and using a capital letter to start the sentence and punctuation to end the sentence? Not rigorous!	11/19/2015 5:03 PM
46	Kindergarten standards a-h are developmentally appropriate for kindergarten. However, standard 1F regarding conventions (capitalization and punctuation) should be something mastered in kindergarten. Standard 1G regarding the expectation of writing first and last name correctly should also be a kindergarten standard. There is no reason that a Kindergarten student should not be expected to write their first and last name correctly. The 1st grade standards lack rigor and many could be applied to the kindergarten level. As a kindergarten teacher, I believe that many of the standards beneath Print Awareness for 1st and 2nd grade could be (and currently are) addressed in Kindergarten. The Common Core Reading Foundational Skills are much more developmentally appropriate for the primary grade levels. The standards listed are concerning and lack rigor.	11/19/2015 4:52 PM

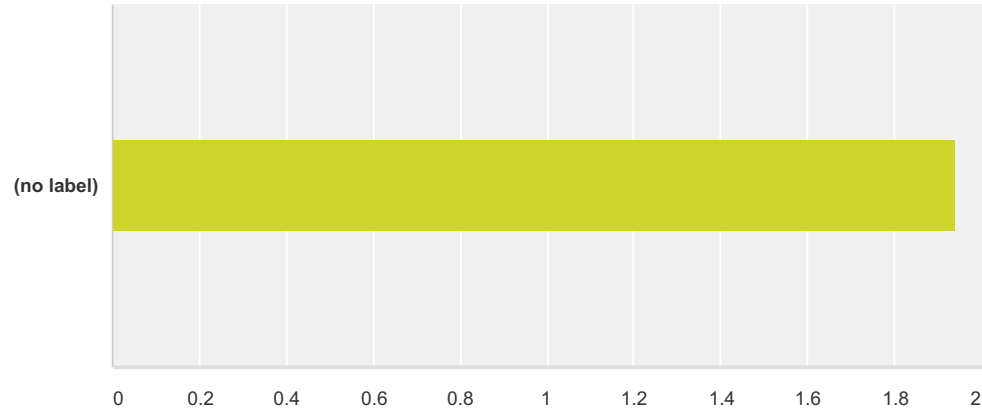
HB1490 Work Group - English Language Arts (ELA) K-5

47	There is far more to fluency than oral reading - writers have not encapsulated the full definition of fluency. Phonics and sight word work are two totally different things - shouldn't be clumped into one category. Alphabetical order - that's a step backwards - not rigorous at all.	11/19/2015 4:42 PM
48	Many 1st grade standards should be moved to kindergarten. Print awareness should be mastered by first grade.	11/19/2015 4:39 PM
49	Standards require complete re-write. Majority of the standards are inappropriate.	11/19/2015 4:37 PM
50	The fact that 5th grade only has one foundational reading skill listed is concerning. 5th grade students need to be able to use decoding strategies to comprehend grade level appropriate words. Reading foundational skills should continue to grow with a child as the reader develops, not drop off by 5th grade. Disappointing!	11/19/2015 4:37 PM
51	Emphasis on how fluency impacts comprehension.	11/19/2015 4:33 PM
52	First and last name should be done by kindergarten not first grade.	11/18/2015 1:58 PM
53	Provide a list of what is considered "grade-appropriate" for each grade so that all children are exposed to the same types of words.	11/18/2015 1:33 PM
54	When mentioning grade appropriate words, we as teachers need to know which words are grade appropriate. We have no guide to go by to let us know if we are using words in our lessons that are on grade level, above or below.	11/18/2015 1:33 PM
55	RF3A kdg c: What standard dictates grade level appropriate high frequency words? Does each district/school/teacher determine their own? RF3A Kdg b: Which vowel sounds? All of them? Only short? Be specific.	11/16/2015 5:25 PM
56	Many 1st grade standards are below our current expectations.	11/16/2015 3:07 PM
57	I noticed first grade standards are below our current expectations. What is the justification for teaching students to identify upper and lower case letters when early childhood programs already address that?	11/16/2015 12:08 PM
58	Too low	11/16/2015 11:24 AM
59	Districts have overhauled and purchased curriculum to match the new Common Core standards. We have spent countless hours working with these standards and developing plans to match these standards. The k-5 standards aren't aligned with the Middle and High School standards. It is almost like the two committees never communicated their vision or goals. There should be common language and a skill continuum that builds in order for students to deepen their reading and writing skills.	11/15/2015 4:57 PM
60	Some of these seem to repeat targets that are already written in the Language portion. There are also duplicates from kindergarten to 1st grade. -Take off identifying letters in 1st grade (kindergarten expectation)	11/13/2015 2:17 PM
61	Some of the standards are repeated in other Reading strands and are the same as standards in kindergarten.	11/13/2015 2:16 PM
62	Some seem to be duplicates from K to 1st grade that need to be taken off.	11/13/2015 2:13 PM
63	The level of rigor has decreased immensely. Why say we want high expectations for our kids yet lower them?	11/12/2015 3:07 PM
64	3-5th grade expectations are not clear. They are subjective on individual teachers expectation on what is developmentally appropriate and grade level appropriate. Also, I think it's going to be hard for 2nd graders to create topic specific paragraphs.	11/12/2015 11:18 AM
65	All grades should include Reading Foundation Skills. It should not be implied that 3-5th applies it as needed.	11/12/2015 11:09 AM
66	At this age, students are required to do so much more than students of a decade to twenty years ago. Some students are not developmentally ready to read when they arrive at school, and the push for early reading is troubling. Currently, the standards presented here seem to be acceptable, based on what we are doing in the classroom. However, the push for earlier and earlier literacy may not be good for kids.	11/11/2015 2:22 PM
67	Standards are not aligned in any way building off of vertical grade levels. There is no rigor in the standards. The standards have been broken down and there are no application skills. Students must not only learn and know the standards, but also be able to apply them. Reinforcement is necessary, but no new skills are added after third grade standards.	11/10/2015 10:46 AM
68	If we are simply changing things to just relabel why make it more confusing for us as teachers. Many of our school districts have spent A LOT of money to buy viable curriculum that is already aligned to what we have.	11/8/2015 4:01 PM
69		11/4/2015 11:45 AM
70	I feel grade 3 homophones needs to be included also in grade 4 as a standard. Also, both standards in Grade 4 (syllabication patterns and morphology to read unfamiliar multisyllabic words and roots, prefixes, and suffixes) need to be covered in fifth grade as well. We have many, many students who are developmentally behind and simply allowing these skills to be retaught and required for them for one more year would be beneficial.	10/29/2015 7:47 PM

Reading Foundations

Q4 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 189 Skipped: 587



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	55.03% 104	14.81% 28	11.64% 22	18.52% 35	189	1.94

#	Suggested revisions for standards:	Date
1	Too simplistic to be practical. The expectations are not high enough.	12/2/2015 3:21 PM
2	This document does not jive with the K-5 Reading documents. There is overlap and mismatch from the Phonics section of the Reading Foundations document to the Vocabulary section of the Reading document.	12/2/2015 10:32 AM
3	No phonics work for 5th grade is alarming. Word study work needs to be a part of reading foundations so it transfers to their writing skills as well.	12/2/2015 9:11 AM
4	There really isn't any new skills being learned just a deepening of the skills previously learned	12/1/2015 3:34 PM
5	Especially in grades 3-5, students should be able to use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Morphology is completely unaddressed in 5th grade, particularly.	12/1/2015 3:13 PM
6	Students need to recognize and identify number of syllables in words.	12/1/2015 11:52 AM
7	It appears that k-5 are coherent but what about 6-12 with the transition to high school. Someone needs to look at the coherency of the blend from 5th grade to 6th grade.	12/1/2015 8:00 AM
8	The first alarming omission is that 5th grade has no phonics standards and 4th has very little as well. Word study is an important emphasis that must be made at least K-8. Just go into a 5th grade teachers classroom and ask to see a random sampling of his or her students' writing. You'll quickly see the importance of this work, and if we are not fostering it as a reading foundation it will in turn not become a writing foundation, hence the "spelling" crisis we currently find ourselves in. When looking through the list of third grade sub-standards, 3.A.3.a, b, c, and e, would all go under grades 4-5. However, 3.A.3.g would likely be in grades 1-2.	12/1/2015 5:11 AM
9	Coherent thought across all grade levels: Yes	11/30/2015 1:14 PM
10	The progressions drop off at different grade levels, but the ones listed show a coherent path. A low one, but coherent.	11/30/2015 1:06 PM
11	Standards did show a progression as grade level increased.	11/30/2015 12:15 PM
12	What does "continue to address earlier standards as needed and as applies to more difficult texts" mean? (too broad and confusing) What does "aligns with overall standard" mean?	11/30/2015 10:24 AM

HB1490 Work Group - English Language Arts (ELA) K-5

13	Blanket statements such as RF1A 5th "Continue to address earlier standards as needed and as applies to more difficult texts" is too broad and doesn't identify anything helpful to the teacher. The statement also implies that a 5th grade student should be taught everything (all skills) that have not been mastered to date. This is a very unrealistic goal. RF4A 5th Not sure what the statement "Aligns with overall standard" means. Very confused as to what "aligns" means and any time a broad statement such as "with overall standard" is used, it is very confusing and unclear. RF4A 5th "Not in proposed standards" refers to the common core skill "use context to confirm or self-correct word recognition and understanding, rereading as necessary". (This is a very important skill and should not be dropped from the 5th grade standard.)	11/30/2015 10:22 AM
14	Some of the standards are too vague, not specific enough to determine if they are consistent.	11/30/2015 9:49 AM
15	RF3A (1st Grade) These skills need to be addressed past first grade. The word "identify" is used...what exactly does this mean?	11/30/2015 9:40 AM
16	RF3A is a skill that needs to be taught throughout the elementary grades. The word "identify" is too vague for a concept that is only taught in first grade.	11/30/2015 9:40 AM
17	RF3A needs to be taught not just in 1st grade. Identify vowel digraphs and blends will not teach a child how to read.	11/30/2015 9:40 AM
18	The progressions drop off at different grade levels, but the ones listed show a coherent path. A low one, but coherent.	11/30/2015 9:38 AM
19	See above.	11/30/2015 9:37 AM
20	The way the standards are written for third, fourth, and fifth grade has no meaning and is confusing. Using the phrase "continue to address earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are expected to learn.	11/30/2015 9:35 AM
21	The way standards are phrased for third, fourth, and fifth grade has no meaning. Using the phrase "continue to address earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are supposed to be learning.	11/30/2015 9:34 AM
22	Many of the grades have the same standard, worded exactly the same. There is no progression shown.	11/30/2015 9:16 AM
23	Need to identify specific progression	11/30/2015 9:13 AM
24	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:33 AM
25	The overall organization of the made the "coherent path" difficult to follow.	11/24/2015 11:59 AM
26	Note above	11/20/2015 10:49 AM
27	The lack of anchor standards is troubling. The proposed standards are rambling and at times incoherent.	11/20/2015 10:21 AM
28	Many of the standards are the same from Kindergarten to First. (Identifying upper and lower case letters...)	11/19/2015 5:10 PM
29	It is difficult to see the coherent path throughout the foundational skills. They need to be aligned with the same number K-5.	11/19/2015 5:04 PM
30	No, Print Awareness should not be in 2nd grade!	11/19/2015 5:03 PM
31	It is very clear that no vertical conversations took place during the writing of these standards.	11/19/2015 4:52 PM
32	Print awareness (what they called print awareness) should be mastered by first grade. Some standard are exactly the same at grade levels (for example "identifying upper and lower case letters" is in both KDG and 1st grade. A majority of children come to kindergarten with this skill mastered.	11/19/2015 4:39 PM
33	It is clear these standards were never looked at vertically. There are several places where the standards are exactly the same between neighboring grade-levels. Students learning should be appropriately scaffolded and this is unacceptable.	11/19/2015 4:37 PM

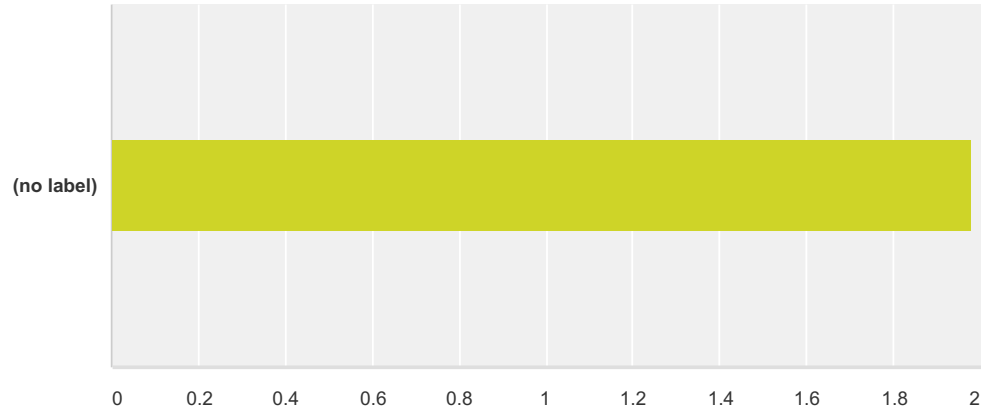
HB1490 Work Group - English Language Arts (ELA) K-5

34	Districts have overhauled and purchased curriculum to match the new Common Core standards. We have spent countless hours working with these standards and developing plans to match these standards. The k-5 standards aren't aligned with the Middle and High School standards. It is almost like the two committees never communicated their vision or goals. There should be common language and a skill continuum that builds in order for students to deepen their reading and writing skills.	11/15/2015 4:57 PM
35	Kindergarten should be doing letter sounds as well as letter names. That cannot wait until first grade. Should be decode words that include diagraphs, diphthongs ,ect not identify.	11/13/2015 2:16 PM
36	There is very little vertical alignment.	11/12/2015 3:07 PM
37	3-5th grade expectations are not clear. They are subjective on individual teachers expectation on what is developmentally appropriate and grade level appropriate.	11/12/2015 11:18 AM
38	There is no coherent path of standards from grade to grade. There is no expansion of skills or introduction of skills in fourth and fifth grade. While reinforcement of skills is important, students must be learning new skills in those two grade levels in order to be prepared for middle school and high school, and college and career readiness.	11/10/2015 10:46 AM
39	I wonder if we should set a Lexile level to go with "grade level appropriate" to eliminate ambiguity?	10/29/2015 7:47 PM

Reading Foundations

Q5 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 189 Skipped: 587



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	53.97% 102	15.34% 29	8.99% 17	21.69% 41	189	1.98

#	Suggested revisions for standards:	Date
1	Absolutely not.	12/2/2015 3:21 PM
2	We feel like many of the standards are a step back from what CCSS has put in place.	12/2/2015 1:54 PM
3	The phonics standards do not build well. For the 3rd grade standard, diphthongs and digraphs would best fit in grades 1-2 and the derivational affixes need to be in 4-5.	12/2/2015 9:11 AM
4	Looking specifically at "Fluency", there is no delineation of what is "appropriate" for oral reading and no explanation of what comprehension means. Would this include the factors of fluency, which are defined, and the features of comprehension (which are not defined)? Do these features encompass the comprehension strategies being employed? Would those strategies be taught simultaneously through the k-5 grades, through "grade-appropriate texts"? How can we agree what comprehension is as a standard without defining at each grade level what we are suggesting comprehension means? I saw "retelling beginning, middle, and ending" of a story in all k-5 standards, which is truly just a k-1 skill...beyond that, students should be summarizing and synthesizing texts, not merely retelling what happened.	12/1/2015 3:13 PM
5	Students need to recognize and identify number of syllables in words.	12/1/2015 11:52 AM
6	They seem to be a haphazard listing of skills outlined for students to learn. I see little sequential order, thought or research into placing these where they currently reside.	12/1/2015 5:11 AM
7	RF4A5- After reading the new standard, we believe that it would be more grade appropriate to ask for reading "with purpose and understanding". Students at this level need to be reading for certain purpose. Without the parts of the last standard	11/30/2015 4:13 PM
8	rigorous: Yes	11/30/2015 1:14 PM
9	These expectations are far below the current expectations and do not reflect DESE's second goal in the 10 in 20.	11/30/2015 1:06 PM
10	Standards are high for the not developmentally/too young K student. If age is increased to 6 to start K, the standards are more acceptable. A just turned age 5 student would not be able to meet standards.	11/30/2015 12:15 PM
11	Too rigorous for many students	11/30/2015 10:59 AM

HB1490 Work Group - English Language Arts (ELA) K-5

12	What does "continue to address earlier standards as needed and as applies to more difficult texts" mean? (too broad and confusing) What does "aligns with overall standard" mean?	11/30/2015 10:24 AM
13	Blanket statements such as RF1A 5th "Continue to address earlier standards as needed and as applies to more difficult texts" is too broad and doesn't identify anything helpful to the teacher. The statement also implies that a 5th grade student should be taught everything (all skills) that have not been mastered to date. This is a very unrealistic goal. RF4A 5th Not sure what the statement "Aligns with overall standard" means. Very confused as to what "aligns" means and any time a broad statement such as "with overall standard" is used, it is very confusing and unclear. RF4A 5th "Not in proposed standards" refers to the common core skill "use context to confirm or self-correct word recognition and understanding, rereading as necessary". (This is a very important skill and should not be dropped from the 5th grade standard.)	11/30/2015 10:22 AM
14	Again, some of the standards are too vague and not specific enough.	11/30/2015 9:49 AM
15	RF3A first grade	11/30/2015 9:40 AM
16	RF3A (1st grade)	11/30/2015 9:40 AM
17	NO. These expectations are far below current expectations and do not reflect DESE's 2nd goal for Top 10 in 20.	11/30/2015 9:38 AM
18	See above.	11/30/2015 9:37 AM
19	The way the standards are written for third, fourth, and fifth grade has no meaning and is confusing. Using the phrase "continue to address earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are expected to learn.	11/30/2015 9:35 AM
20	The way standards are phrased for third, fourth, and fifth grade has no meaning. Using the phrase "continue to address earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are supposed to be learning.	11/30/2015 9:34 AM
21	Each standard has the same expectations. Not clear about what is expected at each grade, and how it is different from the grade before.	11/30/2015 9:16 AM
22	How do they tie to the essential elements?	11/30/2015 9:16 AM
23	We like the way these standards are worded and can easily be understood by teachers.	11/30/2015 8:48 AM
24	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:33 AM
25	RF 1 A a- Current kindergarten proposal has identify; change to identify and name RF.1.A.g- Move from 1st grade to Kindergarten. Should this proposed standard be moved to language or writing? The following current standards need to be added back into the proposed standards for Kindergarten: RF.K.2.d RF.K.2.e	11/24/2015 11:59 AM
26	Phonemic Awareness: Kindergarten students should be able to not only blend onsets and rimes, but segment them as well. They should also be able to name and distinguish between long and short vowel sounds. They should also be able to isolate all 3 parts of a word, (initial, mid, and end), not just the initial sound. Reading with fluency cannot be with support. (Kindergarten).	11/23/2015 11:12 AM
27	Often, standards have been added which are implied by current standards. The language of the proposed standards has neutered the strong work of the current standards.	11/20/2015 10:21 AM
28	These standards are not rigorous and are similar to what was taught over 15 years ago.	11/19/2015 5:10 PM
29	Not rigorous at all!	11/19/2015 5:10 PM
30	The Missouri Learning standards are far more rigorous than these.	11/19/2015 5:04 PM
31	No, these standards seem very watered down and should not be in 2nd grade.	11/19/2015 5:03 PM

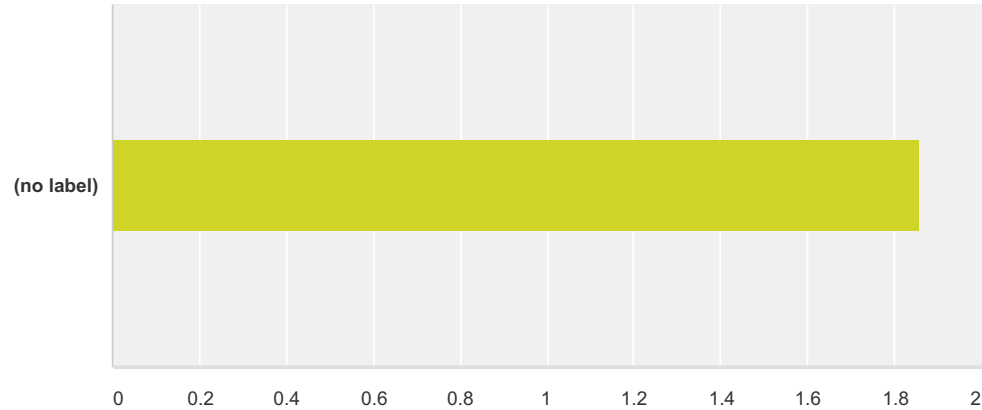
HB1490 Work Group - English Language Arts (ELA) K-5

32	Absolutely not. These expectations are shockingly low.	11/19/2015 4:52 PM
33	same reasons as above	11/19/2015 4:39 PM
34	These standards are not rigorous at all. Alphabetical order, are you kidding me?	11/19/2015 4:37 PM
35	No reference to vocabulary and spelling and their connections in grades 4 and 5.	11/19/2015 4:33 PM
36	These expectations are far below are current expectations.	11/16/2015 3:07 PM
37	Do these goals reflect DESE's 2nd goal for Top 10 in 20?? I think not. The suggested standards need to be more rigorous.	11/16/2015 12:08 PM
38	Districts have overhauled and purchased curriculum to match the new Common Core standards. We have spent countless hours working with these standards and developing plans to match these standards. The k-5 standards aren't aligned with the Middle and High School standards. It is almost like the two committees never communicated their vision or goals. There should be common language and a skill continuum that builds in order for students to deepen their reading and writing skills.	11/15/2015 4:57 PM
39	This all depends upon how the assessments are set up. If we can informally assess or use checklists ok, but we cannot test kids to death!	11/13/2015 2:16 PM
40	Why are we moving backwards? How do we expect our students to be college and career ready when we are lowering our expectations?	11/12/2015 3:07 PM
41	It's difficult to be rigorous when the expectations are not clearly defined.	11/12/2015 11:18 AM
42	It cannot be rigorous if the standards are not available for 3rd through 5th grade.	11/12/2015 11:09 AM
43	There is no rigor in any of the new standards presented. Students under the high school level not only see no rigor and some do not even have new skills enforced, but once they begin high school level courses with more rigor, they will not be prepared for the coursework or rigor presented.	11/10/2015 10:46 AM

Reading Foundations

Q6 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

Answered: 189 Skipped: 587



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	56.61% 107	17.46% 33	9.52% 18	16.40% 31	189	1.86

#	Suggested revisions for standards:	Date
1	It would be difficult to assess many of these proposed standards.	12/2/2015 3:21 PM
2	As most of the skills listed are rote and surface level, they will be easily assessed but not in a way that matters to teachers or students.	12/2/2015 9:11 AM
3	Some of the print awareness standards that begin with "recognizing" may be difficult to assess. How do you know assess if a student recognizes that sentences are comprised of words with spaces?	12/1/2015 10:50 PM
4	It will be impossible to assess fluency as a standard because: 1. you do not identify what a "grade-appropriate" text is, leaving that up to interpretation 2. you identify fluency as four components (rate, accuracy, expression, and appropriate phrasing), however, you do not mention that fluency is influenced by purpose 3. you do not identify what "comprehension" means, except in later standards where it is addressed as "retelling the beginning, middle, and end" of a text. This is the lowest form of comprehension, and without a better understanding of the complexity of comprehension, including the strategies that build comprehension, we will never assess strategically or systematically, leaving us open to scoring interpretation and an unintentional focus on short-term recall with students.	12/1/2015 3:13 PM
5	Students need to recognize and identify number of syllables in words.	12/1/2015 11:52 AM
6	In a very rote and inauthentic way, yes.	12/1/2015 5:11 AM
7	Rf4A 5th - Fluency would be obviously assessed at the local level. More specifics are needed. Very much open for interpretation here.	11/30/2015 4:14 PM
8	We are not going to be able to assess fluency without using a system such as a DRA. With this being said a level of fluency would be beneficial that is across the state expected such as words per minute.	11/30/2015 4:13 PM
9	It would be helpful to know when the standards are to be taught and introduced, and when students are expected to be assessed on the state assessment.	11/30/2015 2:34 PM
10	assessed in the classroom and/or on state assessments: Yes	11/30/2015 1:14 PM
11	Revisions should be adapted for more "one on one" contact with K students.	11/30/2015 12:15 PM

HB1490 Work Group - English Language Arts (ELA) K-5

12	What does "continue to address earlier standards as needed and as applies to more difficult texts" mean? (too broad and confusing) What does "aligns with overall standard" mean?	11/30/2015 10:24 AM
13	Blanket statements such as RF1A 5th "Continue to address earlier standards as needed and as applies to more difficult texts" is too broad and doesn't identify anything helpful to the teacher. The statement also implies that a 5th grade student should be taught everything (all skills) that have not been mastered to date. This is a very unrealistic goal. RF4A 5th Not sure what the statement "Aligns with overall standard" means. Very confused as to what "aligns" means and any time a broad statement such as "with overall standard" is used, it is very confusing and unclear. RF4A 5th "Not in proposed standards" refers to the common core skill "use context to confirm or self-correct word recognition and understanding, rereading as necessary". (This is a very important skill and should not be dropped from the 5th grade standard.)	11/30/2015 10:22 AM
14	I think that the standards can be assessed in the classroom. I do not want to assume they can be assessed on state testing until I've	11/30/2015 9:49 AM
15	See above.	11/30/2015 9:37 AM
16	The way the standards are written for third, fourth, and fifth grade has no meaning and is confusing. Using the phrase "continue to address earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are expected to learn.	11/30/2015 9:35 AM
17	The way standards are phrased for third, fourth, and fifth grade has no meaning. Using the phrase "continue to address earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are supposed to be learning.	11/30/2015 9:34 AM
18	Standards can be assessed in the classroom but I don't know what language will be used on state assessments.	11/30/2015 9:24 AM
19	Some parts might be difficult to assess on state test.	11/30/2015 9:16 AM
20	I would be able to assess in the classroom but am not sure if I would test it the same as a state test. Examples would be helpful.	11/30/2015 9:16 AM
21	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:33 AM
22	There is clear evidence that our current standards work. I feel we have caved to a minority group who has no real stake in our public schools and clearly has no understanding of the current standards. Many statements made about the current standards are inaccurate and demonstrate not only a lack of understanding, but clear evidence the standards have not been read.	11/20/2015 10:21 AM
23	These could be assessed but at a very low DOK levels.	11/19/2015 5:10 PM
24	Standards can be assessed with rote memorization and worksheets but do not prepare students for college and career readiness.	11/19/2015 5:04 PM
25	Sure they can be assessed but why? These are low standards.	11/19/2015 5:03 PM
26	These could be assessed in the first quarter of the school year and you would not have to ever assess students again due to the lack of rigor. Students would meet these standards immediately... and then what would be taught?	11/19/2015 4:52 PM
27	These standards could be assessed by a simple conversation with a student and/or watching them read.	11/19/2015 4:39 PM
28	Standards require complete re-write. Majority of the standards are inappropriate.	11/19/2015 4:37 PM
29	These tasks are asking our students to lower their expectations and capabilities.	11/19/2015 4:33 PM

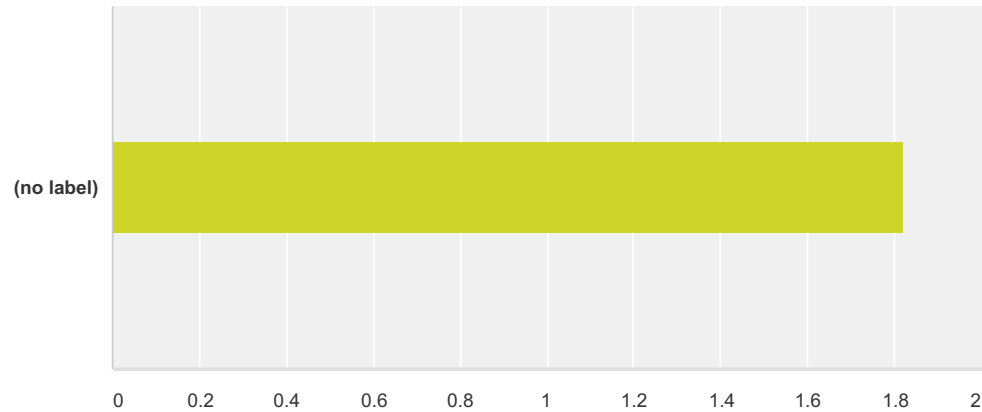
HB1490 Work Group - English Language Arts (ELA) K-5

30	Districts have overhauled and purchased curriculum to match the new Common Core standards. We have spent countless hours working with these standards and developing plans to match these standards. The k-5 standards aren't aligned with the Middle and High School standards. It is almost like the two committees never communicated their vision or goals. There should be common language and a skill continuum that builds in order for students to deepen their reading and writing skills.	11/15/2015 4:57 PM
31	I agree that all of these things should be taught and spiraled throughout the curriculum. I think we need to be careful about over assessing students. I worry about having assessments for each of these targets. It would be nice to have priority targets bolded that indicated formal assessments.	11/13/2015 2:17 PM
32	We teach all of this but to do formal assessments all of this would too much. Check lists and informal assessments would make sense, written testing would not.	11/13/2015 2:16 PM
33	They can be assessed however the expectations are lower, so why would we assess.	11/12/2015 3:07 PM
34	More clearly defined expectations for 5th grade	11/12/2015 11:18 AM
35	NO standards to be available.	11/12/2015 11:09 AM
36	Assessment in k-1 should be formative and teacher-driven. Computer tests and "benchmark" tests are often assessments of computer or test-taking skills instead of actual skill and content knowledge.	11/11/2015 2:22 PM
37	None of the standards require application of critical thinking skills. Recalling concepts and skills without applying new skills will not prepare students for real world situations or prepare students for college or future careers. While the standards can be assessed, they are not applicable or relevant to students' lives.	11/10/2015 10:46 AM
38	Assessing students on grade level text, when not all students are capable of reading at grade level does provide the opportunity for low students to visually make progress when assessed. I believe more detail is needed.	11/4/2015 7:16 AM
39	How do you assess that students can use a prefix to find the meaning of a word?	10/26/2015 9:57 PM

Reading Foundations

Q7 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 189 Skipped: 587



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	58.20% 110	17.46% 33	8.47% 16	15.87% 30	189	1.82

#	Suggested revisions for standards:	Date
1	RF1A 1st- D. is unclear, needs to be clarified or example needs to be given. RF2A 1st- C. difficult to understand what is expected. RF3A 1st- This whole section seems repetitive and some areas are unclear. Suggestion-Keep the wording used in common core.	12/2/2015 3:40 PM
2	The phonics standards would be difficult to explain to parents.	12/2/2015 3:21 PM
3	Often standards are exactly the same for multiple grade level, making it difficult for teachers to know what to focus on specifically	12/2/2015 1:54 PM
4	There is confusion based on reasons stated above.	12/2/2015 10:32 AM
5	Phonics language gets complex because of that nature or that work.	12/2/2015 9:11 AM
6	Define: 1. grade-appropriate texts for each grade level 2. comprehension	12/1/2015 3:13 PM
7	Students need to recognize and identify number of syllables in words.	12/1/2015 11:52 AM
8	For the most part, yes. The phonics language gets more complex but that is due to the nature of its work. However, parents and educators will have a difficult time understanding that content.	12/1/2015 5:11 AM
9	Typo? RF1A2 has 'd. d.' Shouldn't there just be one 'd'?	11/30/2015 4:14 PM
10	RF1A 2- "d. d" a typo that needs correcting.	11/30/2015 4:13 PM
11	understandable to educators: Yes explainable to parents: Yes	11/30/2015 1:14 PM
12	Basic language should be used for educators to convey to parents the expectations for the K student. Te majority of parents we work with are lower educated & have issues understanding what is expected of the K student.	11/30/2015 12:15 PM
13	What does "continue to address earlier standards as needed and as applies to more difficult texts" mean? (too broad and confusing) What does "aligns with overall standard" mean?	11/30/2015 10:24 AM

HB1490 Work Group - English Language Arts (ELA) K-5

14	Blanket statements such as RF1A 5th "Continue to address earlier standards as needed and as applies to more difficult texts" is to broad and doesn't identify anything helpful to the teacher. The statement also implies that a 5th grade student should be taught everything (all skills) that have not been mastered to date. This is a very unrealistic goal. RF4A 5th Not sure what the statement "Aligns with overall standard" means. Very confused as to what "aligns" means and any time a broad statement such as "with overall standard" is used, it is very confusing and unclear. RF4A 5th "Not in proposed standards" refers to the common core skill "use context to confirm or self-correct word recognition and understanding, rereading as necessary". (This is a very important skill and should not be dropped from the 5th grade standard.)	11/30/2015 10:22 AM
15	I would like to see more specific academic vocabulary. This would aid teachers when trying to explain standards to parents. If we had a list of vocabulary terms for teachers to use, this would provide consistency for students and parents.	11/30/2015 9:49 AM
16	The wording is very clear, but the numbering is confusing.	11/30/2015 9:40 AM
17	Thank you for wording these in an easy and informative way. The numbering however is hard to follow.	11/30/2015 9:40 AM
18	The Letters and Numbering are very difficult to follow. When you see RF4, it looks like 4th grade.	11/30/2015 9:40 AM
19	Need better explanation for parents and teachers to understand.	11/30/2015 9:37 AM
20	The way the standards are written for third, fourth, and fifth grade has no meaning and is confusing. Using the phrase "continue to addressed earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are expected to learn.	11/30/2015 9:35 AM
21	The way standards are phrased for third, fourth, and fifth grade has no meaning. Using the phrase "continue to addressed earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are supposed to be learning.	11/30/2015 9:34 AM
22	Understandable to educators	11/30/2015 9:16 AM
23	Parents will definitely be able to understand these easier than the wording found in the common core standards.	11/30/2015 8:48 AM
24	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:33 AM
25	Grade 3-RF 3A: the organization and unnecessary length of the list of proposed components should be reworked/cleaned up for easier use. Grade 4- RF 3A a- replace with grade 3 3A j- demonstrating decoding skills when reading new words	11/24/2015 11:59 AM
26	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:21 AM
27	I am concerned that these standards are written by patrons that are obviously against the common core standards and without anyone that challenges views or can offer different ideas/suggestions.	11/19/2015 5:10 PM
28	They are easy to understand but far too simple and mundane to implement. These standards do not promote 21st century skills.	11/19/2015 5:04 PM
29	Again, not rigorous!	11/19/2015 5:03 PM
30	I would be INCREDIBLY embarrassed to tell a parent that this is my expectation for their child.	11/19/2015 4:52 PM
31	Some of the work is inaccurate - example: fluency. It has been completely minimized but defining it as oral reading.	11/19/2015 4:42 PM
32	Standards require complete re-write. Majority of the standards are inappropriate.	11/19/2015 4:37 PM
33	The standards are very understandable.	11/17/2015 6:36 PM

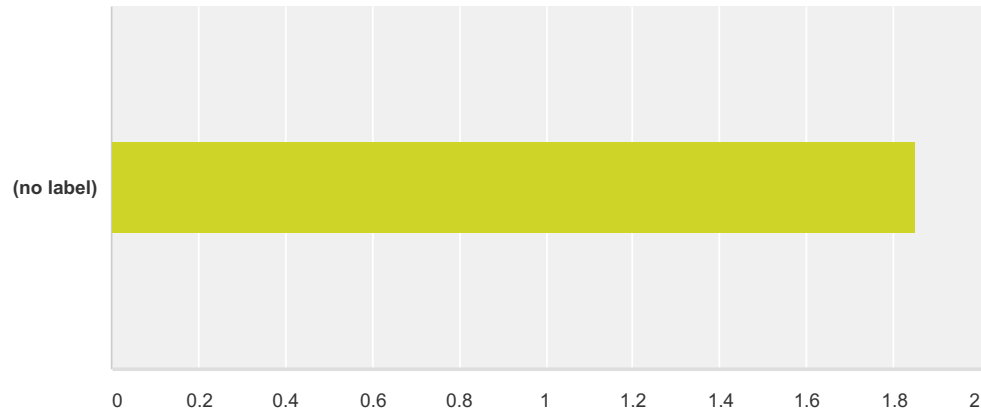
HB1490 Work Group - English Language Arts (ELA) K-5

34	Districts have overhauled and purchased curriculum to match the new Common Core standards. We have spent countless hours working with these standards and developing plans to match these standards. The k-5 standards aren't aligned with the Middle and High School standards. It is almost like the two committees never communicated their vision or goals. There should be common language and a skill continuum that builds in order for students to deepen their reading and writing skills.	11/15/2015 4:57 PM
35	No standards available for 3rd-5th grade.	11/12/2015 11:09 AM
36	1Aa: identifying upper and lower case letters- does this mean recognize and name?	11/11/2015 3:41 PM
37	These standards are too watered down. There will be no accountability to which teachers can be held. It is feared that teachers will be lazy and careless in their teaching and grading.	11/10/2015 10:46 AM
38	In the Phonics portion for 4th grade, the b standard basically repeats the a standard and seems unnecessary.	11/9/2015 4:38 PM

Reading Foundations

Q8 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 186 Skipped: 590



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	59.68% 111	13.98% 26	8.06% 15	18.28% 34	186	1.85

#	Suggested revisions for standards:	Date
1	Need to be ready for 1st grade	12/2/2015 4:03 PM
2	Students will not leave elementary with adequate learning.	12/2/2015 3:21 PM
3	We feel like many of the standards are a step back from what CCSS has put in place.	12/2/2015 1:54 PM
4	Need to add phonics across all grade levels or embed it into the language strand.	12/2/2015 9:11 AM
5	Lacks progression and new skills being built through the years	12/1/2015 3:34 PM
6	Only when we are expecting teachers to use ever-increasingly complex texts with students will they be ready for college and/or career. Unless this is clearly defined, it is open to teacher discretion what is "appropriate" to be orally read. And if we do not clearly define what it means to comprehend, a simple retell will suffice for some.	12/1/2015 3:13 PM
7	Students need to recognize and identify number of syllables in words.	12/1/2015 11:52 AM
8	We need to be aware of the 5th grade to 6th grade transition, are these areas coherent?	12/1/2015 8:00 AM
9	Grades 4-5 need work in the area of phonics.	12/1/2015 5:11 AM
10	Overall in ELA, there are too many standards. There is no way to teach all of these standards in any depth in the length of a school year. Comprehension, for kindergarten is where author and illustrator and text features such as table of contents, front and back cover, and title page needs to cover both fiction and nonfiction. RF1AK b. lists "holding a book right side up" is not a standard. This is a skill. This skill is a part of c.	11/30/2015 2:34 PM
11	college and career readiness: Yes	11/30/2015 1:14 PM
12	Yes, however, expectations need to be raised the bar set by current standards.	11/30/2015 1:06 PM
13	What does "continue to address earlier standards as needed and as applies to more difficult texts" mean? (too broad and confusing) What does "aligns with overall standard" mean?	11/30/2015 10:24 AM

HB1490 Work Group - English Language Arts (ELA) K-5

14	Blanket statements such as RF1A 5th "Continue to address earlier standards as needed and as applies to more difficult texts" is to broad and doesn't identify anything helpful to the teacher. The statement also implies that a 5th grade student should be taught everything (all skills) that have not been mastered to date. This is a very unrealistic goal. RF4A 5th Not sure what the statement "Aligns with overall standard" means. Very confused as to what "aligns" means and any time a broad statement such as "with overall standard" is used, it is very confusing and unclear. RF4A 5th "Not in proposed standards" refers to the common core skill "use context to confirm or self-correct word recognition and understanding, rereading as necessary". (This is a very important skill and should not be dropped from the 5th grade standard.)	11/30/2015 10:22 AM
15	As far as I can tell, they are necessary content, but again it is hard to determine due to the vagueness of the standards.	11/30/2015 9:49 AM
16	Yes, however the expectations need to be raised to the bar set by our current standards.	11/30/2015 9:38 AM
17	Need more specific language. Explain not in proposed standards for further teach/parent understanding.	11/30/2015 9:37 AM
18	The way the standards are written for third, fourth, and fifth grade has no meaning and is confusing. Using the phrase "continue to addressed earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are expected to learn.	11/30/2015 9:35 AM
19	The way standards are phrased for third, fourth, and fifth grade has no meaning. Using the phrase "continue to addressed earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are supposed to be learning.	11/30/2015 9:34 AM
20	Teaching drama at such a young age and then not reviewed again in the higher grades will not help in college. These elements need to be reviewed again in the higher grades. Many colleges included dramas and poetry in their classes if our kids have not seen them since 5th grade this will not help.	11/30/2015 9:16 AM
21	Standard 4A regarding fluency needs to be more thoroughly addressed. Fluency consists of the components rate, accuracy, expression, and appropriate phrasing. We believe these components need to have separate standards.	11/30/2015 8:48 AM
22	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:33 AM
23	Yes, I believe strongly in the standards being clear in the progression of phonics use of word parts for syllables -- roots, prefix, suffix and irregular decoding patterns through grade 5 -- Research support instruction in the Five components of reading for elementary..	11/20/2015 10:49 AM
24	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:21 AM
25	Writing first and last name does not fit. Sequencing the alphabet is also repeated K-2.	11/19/2015 5:10 PM
26	These standards are watered down and fail prepare students for college/career readied.	11/19/2015 5:04 PM
27	I hope not! I hope these were mastered in kindergarten or first grade.	11/19/2015 5:03 PM
28	Absolutely not. These standards are incredibly low. Students would struggle in the future with these expectations.	11/19/2015 4:52 PM
29	Standards require complete re-write. Majority of the standards are inappropriate.	11/19/2015 4:37 PM
30	The expectations need to be raised to meet our current standards.	11/16/2015 3:07 PM
31	Expectations need to be raised.	11/16/2015 12:08 PM

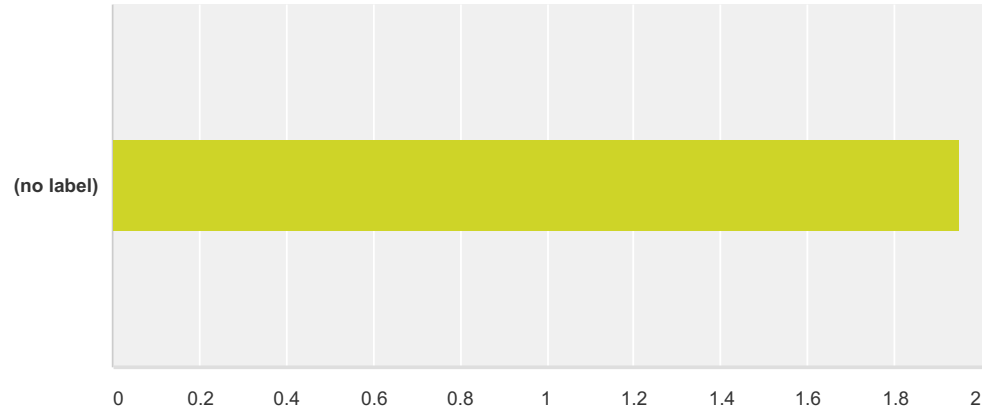
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32	Districts have overhauled and purchased curriculum to match the new Common Core standards. We have spent countless hours working with these standards and developing plans to match these standards. The k-5 standards aren't aligned with the Middle and High School standards. It is almost like the two committees never communicated their vision or goals. There should be common language and a skill continuum that builds in order for students to deepen their reading and writing skills.	11/15/2015 4:57 PM
33	The level of rigor isn't there to prepare our students for college and career readiness.	11/12/2015 3:07 PM
34	More clearly defined expectations for upper grades, especially 5th grade	11/12/2015 11:18 AM
35	In first grade, we are focused on becoming ready for 2nd and 3rd grade, not college/career readiness. This wording is misleading and confusing for parents.	11/11/2015 2:22 PM
36	The standards in this strand do not have enough rigor necessary for a student to reach college and career readiness. Students will not have the opportunity to apply their skills to real world situations. After third grade standards, there are holes. There are no new skills presented in the fourth and fifth grade standards, and reinforcement of previously learned skills is not enough rigor to prepare students for college and future careers.	11/10/2015 10:46 AM

Reading Foundations

Q9 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 187 Skipped: 589



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	55.61% 104	13.90% 26	10.70% 20	19.79% 37	187	1.95

#	Suggested revisions for standards:	Date
1	Need to be more specific on what you expect.	12/2/2015 4:03 PM
2	lacks progression	12/1/2015 3:34 PM
3	The standards seem very heavy, especially phonics, in grades 3 and 4, while 5th is essentially ignored. This is unsupported by reading research on best practices.	12/1/2015 3:13 PM
4	Students need to recognize and identify number of syllables in words.	12/1/2015 11:52 AM
5	It appears that many of the RF1A standards are actually more 'writing' rather than 'reading' foundations. Most are about print, writing, etc.	11/30/2015 4:14 PM
6	RF1A g. Writing a first and last name correctly is more appropriate in a writing standard as it has nothing to do with reading.	11/30/2015 4:13 PM
7	Overall in ELA, there are too many standards. There is no way to teach all of these standards in any depth in the length of a school year. Comprehension, for kindergarten is where author and illustrator and text features such as table of contents, front and back cover, and title page needs to cover both fiction and nonfiction. RF1AK b. lists "holding a book right side up" is not a standard. This is a skill. This skill is a part of c.	11/30/2015 2:34 PM
8	The standards are a good beginning point, but it would be helpful to have a further breakdown of what the skills look like and are implemented comparable to the Common Core Flip Chart that served to give examples of the standards to make them more easily implementable.	11/30/2015 2:34 PM
9	accurate and encompass the breadth of the content: Yes	11/30/2015 1:14 PM
10	1st grade standard 2Ae needs to include both blends AND digraphs.	11/30/2015 1:13 PM
11	This increases the number of standards for many grade levels.	11/30/2015 1:06 PM
12	Standards should be revised to include one on one interaction with K students.	11/30/2015 12:15 PM
13	What does "continue to address earlier standards as needed and as applies to more difficult texts" mean? (too broad and confusing) What does "aligns with overall standard" mean?	11/30/2015 10:24 AM

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14	Blanket statements such as RF1A 5th "Continue to address earlier standards as needed and as applies to more difficult texts" is too broad and doesn't identify anything helpful to the teacher. The statement also implies that a 5th grade student should be taught everything (all skills) that have not been mastered to date. This is a very unrealistic goal. RF4A 5th Not sure what the statement "Aligns with overall standard" means. Very confused as to what "aligns" means and any time a broad statement such as "with overall standard" is used, it is very confusing and unclear. RF4A 5th "Not in proposed standards" refers to the common core skill "use context to confirm or self-correct word recognition and understanding, rereading as necessary". (This is a very important skill and should not be dropped from the 5th grade standard.)	11/30/2015 10:22 AM
15	Again, standards are too vague.	11/30/2015 9:49 AM
16	This increases the number of standards for many grade levels.	11/30/2015 9:38 AM
17	Too vague--expand a bit.	11/30/2015 9:37 AM
18	The way the standards are written for third, fourth, and fifth grade has no meaning and is confusing. Using the phrase "continue to addressed earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are expected to learn.	11/30/2015 9:35 AM
19	The way standards are phrased for third, fourth, and fifth grade has no meaning. Using the phrase "continue to addressed earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are supposed to be learning.	11/30/2015 9:34 AM
20	Many of the grades have the same standard, worded exactly the same. There is no progression shown. A few of the standards state to complete at a developmentally appropriate level, but do not state what that level is. Is that level for the grade level or the individual level?	11/30/2015 9:16 AM
21	For 5th grade it is.	11/30/2015 9:10 AM
22	Standard 4A regarding fluency needs to be more thoroughly addressed. Fluency consists of the components rate, accuracy, expression, and appropriate phrasing. We believe these components need to have separate standards.	11/30/2015 8:48 AM
23	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:33 AM
24	Grade 3- RF 3A b- This is confusing wording- students are required to decode and encode. Decode words...when an ending has been added.	11/24/2015 11:59 AM
25	They are limited and weakened.	11/20/2015 10:21 AM
26	Many of these standards are the exactly the same from Kindergarten.	11/19/2015 5:10 PM
27	Standards are low DOK levels.	11/19/2015 5:04 PM
28	No, these standards are not spread across the grade levels appropriately.	11/19/2015 5:03 PM
29	They lack a great deal.	11/19/2015 4:52 PM
30	Standards require complete re-write. Majority of the standards are inappropriate.	11/19/2015 4:37 PM
31	The number of standards to be taught in one year have increased.	11/16/2015 3:07 PM
32	Are there too many standards? Are we going for quantity or quality?	11/16/2015 12:08 PM
33	Increase in standards for all later?	11/16/2015 11:24 AM

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34	Districts have overhauled and purchased curriculum to match the new Common Core standards. We have spent countless hours working with these standards and developing plans to match these standards. The k-5 standards aren't aligned with the Middle and High School standards. It is almost like the two committees never communicated their vision or goals. There should be common language and a skill continuum that builds in order for students to deepen their reading and writing skills.	11/15/2015 4:57 PM
35	Were resources such as Fountas and Pinnell, Marie Clay, and Lucy Calkins used to determine a sequence? It doesn't appear comprehensive or accurate for what students can do.	11/12/2015 3:07 PM
36	The standards are doable, but it would be better if there were more opportunity to practice skills, rather than pushing for higher standards.	11/11/2015 2:22 PM
37	The standards are written too simplistically. It does not encompass the breadth of the content. Students will not be able to comprehend the breadth of the content. These standards do not build off of previous years to ensure that students properly spiral and progress to college and career readiness.	11/10/2015 10:46 AM

Reading Foundations

Q10 Overall comments regarding the proposed standards for Reading Foundations:

Answered: 68 Skipped: 708

#	Responses	Date
1	Reading Foundations standards need to be the main focus for grades K-2. Keep as is, and reduce number of standards in other strands (which have really be turned into lower level skills).	12/2/2015 5:22 PM
2	I do not think that these standards are developmentally appropriate for the age of first graders. If we continue to overwhelm students, and even teachers, with this much at such a young age we are going to see failures in school increase drastically. We do not have time to teach the basics and foundations that they need, because of all the standards. School is supposed to be a safe place for students, instead it has become just as stressful and overwhelming as their home environments. We are throwing too much at them at once, and not keeping in mind the innocence of their childhood and the development of their brains to be able to comprehend. Also, These standards are not understandable to educators and if they cannot be comprehended by educators, how could we expect a parent to understand them.	12/2/2015 4:19 PM
3	These standards are inferior to the current Missouri Learning Standards. I would prefer to keep what we already have in place.	12/2/2015 3:21 PM
4	Proposed standards offer more specificity for each of the standards.	12/2/2015 1:19 PM
5	Need to ensure there is alignment between reading and writing - language. The standards don't show reciprocity. It appears that they were not written together. Reading supports writing.....writing supports reading. That is a common idea among literacy individuals. There is a need for a major re-write. Also consider the standards. We need to look at the level - for instance writing first and last name is not an end of first grade skill. We need to ensure we are not reducing the standards. Our standards have allowed our state to move forward and perform well. The reason Massachusetts did so well on state performance was due to their standards.	12/2/2015 11:49 AM
6	RF4A 4th- current standard RF.4.4c is important to reading text and a skill teachers need to be able to recognize and it's not in the proposed standards	12/2/2015 11:35 AM
7	Overall, we are going back to isolated instruction with the number of sub-standards present throughout this strand. Learning to read is a process, not an acquisition of isolated skills. We have so decontextualized the work we are wanting kids to do it will bear no meaning and have little transfer.	12/2/2015 9:11 AM
8	Lacks progression overall and the students are not learning new skill through the years but are just deepening their understanding of previously learned skills	12/1/2015 3:34 PM
9	It would be nice if reading foundations was treated like Number Sense in Math. It comes first and is taught mostly in K-1 and 2 then continued as need for readers not reading on grade level.	12/1/2015 2:00 PM
10	I think rewriting the standards is a waste of taxpayer dollars. The Missouri Learning Standards based on the Common Core Standards was just fine.	12/1/2015 1:15 PM
11	Students need to recognize and identify number of syllables in words.	12/1/2015 11:52 AM
12	These new expectations are farther below current standards. I have concerns about progression and the increase in the number of standards.	12/1/2015 8:44 AM
13	New expectations are far below current expectations. There are concerns about progression. Does DESE realize how many standards we need to teach?	12/1/2015 8:44 AM
14	New expectations are far below current expectations concerns about progress increases the number of standards for many grade level Does DESE realize how many standards we are expected to teach? Not enough time in the day	12/1/2015 8:44 AM
15	These expectations are far below our current expectations. I have concerns about the number of standards!	12/1/2015 8:44 AM
16	These expectations are below the current expectations. The progression of skills is a concern and the number of skills are too many for a school year.	12/1/2015 8:43 AM
17	These standards cover basics that all students need to know to be successful.	11/30/2015 6:58 PM

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18	Overall in ELA, there are too many standards. There is no way to teach all of these standards in any depth in the length of a school year. Comprehension, for kindergarten is where author and illustrator and text features such as table of contents, front and back cover, and title page needs to cover both fiction and nonfiction. RF1AK b. lists "holding a book right side up" is not a standard. This is a skill. This skill is a part of c. Many of the added "standards" are simply skills which should be a local decision. Sight words are with Reading Foundations under phonics. Sight words should not be with phonics.	11/30/2015 2:34 PM
19	The Reading Foundations standards are good in terms of grade/ age appropriate skills and building on previously taught skills. I think further explanation and expected academic vocabulary lists per grade level per strand would aid teachers in making it easier and more user friendly to implement.	11/30/2015 2:34 PM
20	I know the workgroups came together to just work on their specific grade levels/subjects, but did ALL of the subjects come together for one grade level to see the load that was added to the school year? Did the workgroups take into consideration that the teachers have been writing curriculum to the current standards and they will VERY QUICKLY have to update/revise the curriculum to the new standards? Most schools just purchased new books/materials to match the current standards and that was thousands of dollars that they may not be able to use anymore. Missouri needs some consistency in education, and I think we are headed there - but in the meantime, there are frustrated teachers, administrators, and parents who are tired of going back and forth, changing, adding, updating... I appreciate the time each work group put into developing our new standards - I know it took a lot of your time and effort. I hope that you all read and evaluate every comment that is presented during this comment period to make our standards the best they can be.	11/30/2015 1:31 PM
21	RF1A and RF2A: Seems to be catch up standards. Just continue working on what has already been taught.	11/30/2015 1:14 PM
22	RF1A and RF2A: Seems to be catch up standards. Just say to continue working on what has already been taught.	11/30/2015 1:10 PM
23	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that no vertical alignment exists between the K-5 and 6-12 documents. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., vocabulary, dictionary skills, making connections, etc.). In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for grade levels. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for digging deeper to analyze and think critically about text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp step backward for Missouri and our students deserve better.	11/30/2015 1:10 PM
24	RF1A and RF2A: Seems to be catch up standards. Just say to continue working on what has already been taught. Overall not bad	11/30/2015 1:00 PM
25	By just saying to continue working on what has already been taught in RF1A and RF2A, these just seem to be a time to catch up for those who are behind instead of strengthening skills every year.	11/30/2015 1:00 PM
26	RF1A and RF2A: Seems to be catch up standards. Just say to continue working on what has already been taught.	11/30/2015 12:58 PM
27	There is not alignment at all. This is basically setting students up for failure from the beginning.	11/30/2015 12:35 PM
28	Standards should include more explicit expectations of K student. It should also include implementation of teacher assistants for every K class. Kindergarten & reading IS the foundation for every subject the student will ever have. The K student must have early one on one teaching instruction to achieve the standards of the K-2 Foundations.	11/30/2015 12:15 PM
29	This section is not clear or helpful. Statements too broad and confusing.	11/30/2015 10:24 AM
30	Overall needs a rewrite. Almost everything is too broad, unclear, or not proposed.	11/30/2015 10:22 AM
31	The numbering is VERY hard to follow!	11/30/2015 9:40 AM
32	Good job!	11/30/2015 9:40 AM
33	The way the standards are written for third, fourth, and fifth grade has no meaning and is confusing. Using the phrase "continue to address earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are expected to learn.	11/30/2015 9:35 AM

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34	The way standards are phrased for third, fourth, and fifth grade has no meaning. Using the phrase "continue to addressed earlier standards as needed and as applies to more difficult text" does not tell educators or parents what students are supposed to be learning. RF.3.4a (read grade-level text with purpose and understanding) and RF.3.4c (use context to confirm or self-correct...) were not in proposed standards. These skills, especially RF.3.4c are essential and should be included.	11/30/2015 9:34 AM
35	A list of teacher vocabulary would be helpful for teachers.	11/30/2015 9:16 AM
36	How are students to answer wh questions, if they are not taught the vocabulary until after that standard. What type of picture dictionary are we to teach from (book form or computer form)?	11/30/2015 9:16 AM
37	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:33 AM
38	Thank you for the overall set up of these ELA strands. It is so much easier to see what is expected before and after our grade level. Thank you, thank you, thank you!!	11/25/2015 10:40 AM
39	Some additions are needed while others are more appropriate for Kindergarten. Specific phonics objectives are an improvement over the previous curriculum.	11/24/2015 3:28 PM
40	Overall, the organization and unnecessary length of the list of proposed components should be reworked/cleaned up for easier use in several areas. Although this section of standards offers specific examples within the components, we are wondering what sources other than standards from other states and 1 model were used to develop these. If teachers use these examples as exclusive items, that might be detrimental.	11/24/2015 11:59 AM
41	The proposed reading foundations standards are more developmentally appropriate than common core.	11/23/2015 8:21 AM
42	The proposed reading foundations standards are more developmentally appropriate than common core.	11/23/2015 8:20 AM
43	Reading Foundations standards are more developmentally appropriate than Common Core.	11/23/2015 8:18 AM
44	What a detriment to our students. I urge you to reconsider this and with our students well being as the ultimate goal. Please respect the hard work of our teachers.	11/20/2015 10:21 AM
45	As a first grade teacher with a passion for reading, these standards are very concerning. I strongly believe the current standards are far more rigorous and appropriate for first grade students.	11/19/2015 5:10 PM
46	These standards are taking a big step back from the current Missouri Learning Standards.	11/19/2015 5:10 PM
47	As a National Board Certified, first grade teacher, I believe that the current Missouri Learning Standards are far more rigorous than these. These proposed standards for 1st grade are mastered in Kindergarten. The proposed standards do not promote 21st century skills like problem solving, collaboration, creative thinking, and communication. Out of date standards, from as far back as 15 years, have been referenced in the proposed standards. Where is the reference to current researchers like Ellen Keen, Lucy Caulkins, Debbie Miller, or Richard Allington to name a few? While the United States is falling behind the rest of the world in education, these proposed standards are a step in the wrong direction.	11/19/2015 5:04 PM
48	I'm disappointed that these standards have lowered the expectations for 2nd graders.	11/19/2015 5:03 PM
49	I have concerns as to what the background and credentials are for the writers of this curriculum. They appear to lack any knowledge of student ability and identifying what is developmentally appropriate for students in the primary grades. As a kindergarten teacher, I believe that the current Common Core standards are much more developmentally appropriate than what has been presented.	11/19/2015 4:52 PM
50	Our current MO Learning Standards are far more aligned. Fluency is completely WRONG in this document.	11/19/2015 4:42 PM
51	Standards require complete re-write. Majority of the standards are inappropriate.	11/19/2015 4:37 PM
52	These standards are weak or non existent for up grade levels.	11/19/2015 4:33 PM

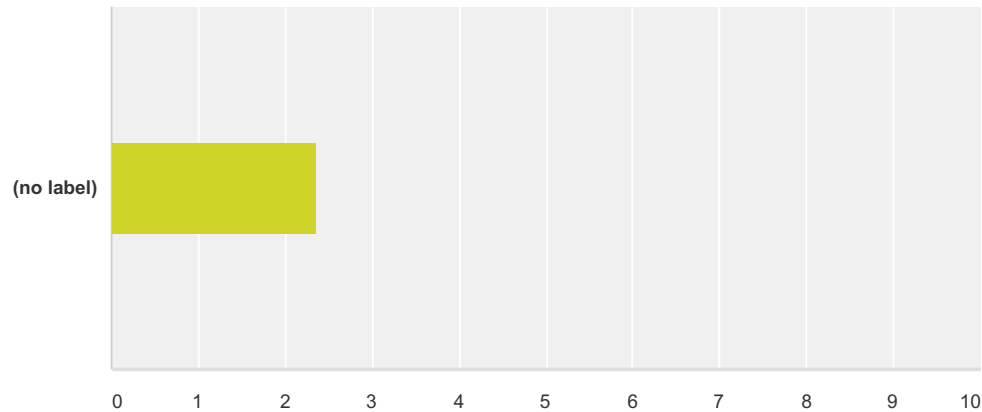
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53	Regardless of what the new standards say, it is important for me to share that a move away from the current Missouri Learning Standards, which are the Common Core State Standards, is not valid or logical in any way. This is a prime example of legislators turning something political that was never meant to be political. This is a decision made about adults and not students. We exist for students - not adults. We make decision that benefit students - not adults. Those making this decision do not have a thorough knowledge of the standards, nor do they know the difference between standards and curriculum which would help them understand local control. This process should be reversed immediately. Let's have educators making decisions about education - and get the legislature to support our knowledge in those decisions.	11/17/2015 10:12 PM
54	The English Language Arts Reading Foundation standards establishes proficiency in, as well as a depth of understanding in the subjects of reading and writing development.	11/17/2015 6:36 PM
55	Pretty good.	11/16/2015 5:25 PM
56	Districts have overhauled and purchased curriculum to match the new Common Core standards. We have spent countless hours working with these standards and developing plans to match these standards. The k-5 standards aren't aligned with the Middle and High School standards. It is almost like the two committees never communicated their vision or goals. There should be common language and a skill continuum that builds in order for students to deepen their reading and writing skills.	11/15/2015 4:57 PM
57	These are all rigorous standards that help with the development of reading foundations. I feel like the standards build on one another to help students learn/comprehend the reading foundation material. This will help with so many skills throughout reading.	11/13/2015 2:43 PM
58	I think it is very good. It is a rigorous set of standards. It covers the skills needed for a First Grader to learn how to read. I like the progression of skills from foundational to phonemic awareness to phonics. I feel like these standards can be covered within a school year.	11/13/2015 2:43 PM
59	The standards covers all information needed for students to learn to read. There are skills covered at both the basic level and at a level that meets a higher level thinking.	11/13/2015 2:43 PM
60	Don't make our curriculum all about assessments!! We can teach all of this but we can't formally assess everything!	11/13/2015 2:16 PM
61	The proposed ELA standards should not be approved, it's a big step backwards for the Missouri Department of Education. It isn't possible for a small group of people who work full time to spend the kind of time needed to develop a comprehensive list of standards that align vertically. Please consider starting again or leaving standards with the CCSS.	11/12/2015 3:07 PM
62	These are very vague. I think we need more specific expectations for the upper grades.	11/12/2015 11:18 AM
63	These standards seem to be reasonable, considering what's current in the first grade classroom. However, many students are simply not ready for reading at this age. It would be more appropriate to require some of these skills in a later grade.	11/11/2015 2:22 PM
64	The proposed standards for Reading are too simple. When students progress from fifth grade to sixth grade, they will be missing skills necessary for success. Students will not have the rigor necessary to be prepared for their future grade levels. The flow of the standards is non-existent. The K-5 standards do not build off of one another and the lack of vertical alignment will lead students to failure.	11/10/2015 10:46 AM
65	Everything that you have proposed are things that I am currently implementing in my classroom. This is a huge relief that nothing else will be added to our plates!	11/7/2015 11:27 AM
66	I believe the standards in this strand are very appropriate for the grade levels indicated.	11/4/2015 8:36 AM
67	I am curious as to why our state is referencing California and Massachusetts state standards from 14-15 years ago. I can see why we would want to reference states on the coast but it seems more appropriate to use their current standards and not something so outdated.	10/31/2015 10:12 AM
68	As a primary teacher I would like to see more of a focus on teaching and applying reading strategies. These are often glossed over because of a focus on comprehension, or only used with struggling readers. If we taught students these strategies explicitly as early readers, they would have more independence in reading and perhaps not become struggling readers.	10/26/2015 9:57 PM

Reading

Q12 The standards in this strand are developmentally appropriate.

Answered: 258 Skipped: 518



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	30.62% 79	20.93% 54	31.01% 80	17.44% 45	258	2.35

#	Suggested revisions for standards:	Date
1	Progressions are left up to interpretation. Need more clear descriptions of reading standards like comprehension. When it states "continue to address earlier standards as needed and as applies to more difficult texts," that is way too vague, need clear, precise language. "Independent text" does not have a clear definition or target.	12/2/2015 11:33 PM
2	R4 2. At the second grade level we are not sure what they are wanting students to know about this. The standard needs more explanation. R4 1 Why do our kids need to be able to identify and explain techniques used in media? R 1B- Also in first grade, why are we having students locate words in a dictionary? This is an obsolete skills with all the technology we have now. Isn't it contradictory from a college and career ready piece? R4 Kdg- Why is it necessary to know different form or techniques used in media? R4 3rd- What does it mean to understand how communication changes when moving from one genre of media to another?	12/2/2015 10:05 PM
3	We need to remove R2 A f in Kindergarten. R2 A c-- Grade 2. The subject matter in myths is not appropriate for this age group. R2 A d, e, f--Grade 3 The subject matter is not appropriate for this age group. *4th grade has a vocabulary component that includes words derived from Greek roots, this might be a more appropriate time to introduce mythology. RL.2.2, from the previous standards should be added back into 2nd grade	12/2/2015 5:59 PM
4	Many new standards are lower level skills with no rigor. The proposed standards include a lot of "identify" rather than the higher level of the current standard which uses "determine" or "describe".	12/2/2015 5:13 PM
5	2Ad- is not grade-level appropriate. 4th graders can not comprehend classical and traditional literature. 3Bb- this standard is resource-based which could be a problem for many districts- what other options would there be besides Laura Ingalls Wilder- too narrow and specific and too dependent on resources that may be hard to acquire The entire digital media strand is completely grade-level inappropriate. Thi seems to fall into a consumer science category and is not relevant to most grade-school kids. It's also biased to those who don't have regular access to technology.	12/2/2015 4:33 PM
6	identify differences between fables, folk tales, legends, and myths Only require third graders to be able to identify the differences between two of the genres.	12/2/2015 4:18 PM
7	identify differences between fables, folk tales, legends, and myths Only require one, not all.	12/2/2015 4:16 PM
8	As a group of 5 second grade teachers we suggest: Omit foreshadowing in text-features (reading 1Aa). Omit idioms in vocabulary (reading 1Bg). Omit 2Bb. Omit digital media and literacy (4a,b,c) We believe this is middle school work, we also do not have access to computers for our students to use for classroom work.	12/2/2015 4:10 PM

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9	2c Grade 1 -Drama We feel that the standard is inappropriate for First Grade. It looks like it is just thrown in there and is non beneficial.	12/2/2015 3:53 PM
10	On the sight words L1B, kdg.f for Kindergarten and other grade levels, it would be nice if it could be more specific. A list would be great. But specific as to whether or not the words should be the pre-primer list, Dolch list, Frye list, etc. Also, it would be great if the standards could stay the same, and that the students would not always have a moving target that they are trying to master.	12/2/2015 3:42 PM
11	R3A1- eliminate d and e R41-Eliminate	12/2/2015 3:27 PM
12	There are some things I like about the standards, but overall they are so inferior to what we already have, that to make this change would be to lower the expectations we have for our students.	12/2/2015 3:26 PM
13	R2B 5th is way above most 5th grade students ability. R4 5th is way above most 5th grade students ability, also not all students have access to those different forms of media. R3C 5th: When something is implied it takes some degree of common sense to understand.	12/2/2015 3:23 PM
14	2nd grade- going from the determine theme to just retell? 1st grade- just recognize beginning/middle end? where did describing/ using information from illustrations go in 2nd? Just using text features is not the same where has central message gone in older grades? Just retelling is not enough	12/2/2015 2:00 PM
15	2nd grade- going from the determine theme to just retell? 1st grade- just recognizing beginning/middle/end? Where did describing/ using information from illustrations go in 2nd? Just using text features is not the same Where has central message gone in older grades? Just retelling is not enough	12/2/2015 1:58 PM
16	Wording for first grade comprehensions standard should require students to read and respond to their own reading. It should not include "or read aloud." Standards should also include wording like "reads grade level texts". Developmentally they seem appropriate but are EXTREMELY lengthy. In a day and age of trying teach fewer standards but in greater depth the proposed standards do not allow districts and teachers to do this.	12/2/2015 1:42 PM
17	The "developmentally appropriate" language needs to be taken out of all standard strands. Not only does is scream anti- Common Core rhetoric, developmentally appropriate depends on the kid, not the grade level he or she is in. To deem certain standards developmentally appropriate at certain grade levels assumes all kids develop at the same rate which we know to be untrue.	12/2/2015 9:49 AM
18	R3B 4th The common core standard RI.4 is using more than one source on the same topic to collect information to become knowledgeable about a topic. I don't think comparing a fiction text to a nonfiction text is the expectation of this standard nor appropriate. Our district is doing standards based grading, therefore with all the sub-standards being generated is going to make this more difficult. We currently have to assess every single standard for every student. Will there be an expected lexile range for each grade-level? Will there be expected fluency ranges for each grade level?	12/1/2015 10:20 PM
19	Standard R3A Kdg d. is irrelevant and inappropriate for grade level.	12/1/2015 8:33 PM
20	Lacks progression through the years	12/1/2015 3:35 PM
21	Reading 3.C.5.c and d. c. Concepts of identifying the relationships is too complicated at the 5th grade level. d. explain the basic relationship... Reading 2.A.5.h. Introduce origin myths... Concept is too complicated for 5th grade.	12/1/2015 2:49 PM
22	- retelling by events (not main ideas) - keep verbage and vocabulary consistent throughout - At what grade should students be able to go beyond retelling to writing it down using a graphic organizer	12/1/2015 2:26 PM
23	- retelling by events (not main ideas) - keep verbage and vocabulary consistent throughout - At what grade should students be able to go beyond retelling to writing it down using a graphic organizer	12/1/2015 2:26 PM
24	- retelling by events (not main ideas) - keep verbage and vocabulary consistent throughout - At what grade should students be able to go beyond retelling to writing it down using a graphic organizer	12/1/2015 2:26 PM
25	Proposed standards are broken down into simpler tasks. Some may even be dumbed down too much.	12/1/2015 11:50 AM
26	Reading comprehension standards in grades 4 and 5 need to be specified. The current MLS views reading as a whole and not in silo learning of information.	12/1/2015 8:47 AM
27	I question the necessity of some standards such as requiring 2nd graders to identify first and third person narration, or for 5th graders to construct analogies (I would prefer a richer understanding of other types of analogies with creation as a curricular choice rather than a required and assessed standard. While I appreciate the progression of genres through grade levels, I think the requirements of origin myths, and knowledge of Greek, Roman, and Norse mythology is too great a leap at 5th grade. This would take a great deal of instructional time to cover well. Time that I think would be better spent developing readers of all genres.	12/1/2015 12:29 AM

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28	My only concerns as a classroom teacher is that every two or three years the standards change, meaning that that teachers have to go back through and change or re-do things to match the new standards, taking time away from improving what we already have. If we had one set curriculum, that could be edited to stay up with current issues and technology, we could put more effort and time during PD days and our own personal time to make what we have better.	11/30/2015 3:22 PM
29	Dictionary skills is not a standard. This is not something we should be spending time on - this is a drill and kill topic and should not be a part of a standard! This is an outdated practice that will NOT prepare our students for the workplace and college - especially when the class of 2028 arrives there! We need forward thinkers developing our State's standards if we plan to be Top 10 by 20!	11/30/2015 2:26 PM
30	5th grade has never taught mythology it has always been 6th grade. I feel that 5th graders are not mentally ready to handle Greek Gods and Goddesses. It should stay in the upper grade levels. The other parts of the standard are fine.	11/30/2015 1:45 PM
31	5th R 3 B. E This is above 5th grade level. 5th R 4 Not developmentally ready	11/30/2015 1:43 PM
32	R2A 5th h. Norse mythology is unnecessary at this grade level. Greek and Latin are greater influences in English development. R3B 5th e. 5th graders are not developmentally ready for this. R4 5th This requires a level of judgement that fifth graders have yet to develop. Perhaps focusing on types and purposes of propaganda would be more appropriate.	11/30/2015 1:43 PM
33	R1B 5th the transition words appear to be at a higher cognitive level that are age appropriate. R2A 5th h. Norse mythology is unnecessary at this grade level. Greek and Latin are greater influences in English development. R3B 5th e. 5th graders are not developmentally ready for this. R4 5th This requires a level of judgement that fifth graders have yet to develop. Perhaps focusing on types and purposes of propaganda would be more appropriate.	11/30/2015 1:43 PM
34	R2A 5th h: Norse mythology is unnecessary at this grade level. Greek and Latin are greater influences in English development.. R3B 5th e: 5th graders are not developmentally ready for this. R4 5th: This requires a level of judgment that fifth graders have yet to develop. Perhaps focusing on types and purposes of propaganda would be more appropriate.	11/30/2015 1:43 PM
35	Norse mythology is not necessary at the 5th grade level. R3B 5th e. 5th graders are not developmentally ready for this. R4 5th This requires a level of judgement that 5th graders have yet to develop. Perhaps focusing on types and purposes propaganda would be more appropriate.	11/30/2015 1:43 PM
36	R3B 5th e. 5th graders are not developmentally ready for this. R4 5th This requires a level of judgement that 5th graders have yet to develop. Perhaps focusing on types of propaganda would be more appropriate.	11/30/2015 1:43 PM
37	R2A 5th h. - remove Norse mythology as it is unnecessary at this grade level. R3B 5th e. - 5th graders are not developmentally ready for this standard. R4 5th - This requires a level of judgement that fifth graders have yet to develop. Perhaps focusing more on types and purposes of propaganda would be more appropriate.	11/30/2015 1:42 PM
38	R1B e. Basic transition words and phrases seem age appropriate. Expecting higher-level transitions ex: "nevertheless", "similarly", "moreover" would be achievable for a small percentage of 5th graders, however, the majority have enough difficulty using basic transition words. R2A h. Norse mythology is unnecessary for 5th grade (10-11 years old). R3B e. 5th graders are not developmentally to comprehend and judge media influences	11/30/2015 1:42 PM
39	R2A 5th h. - Norse mythology is unnecessary at this grade level. R3B 5th e. - 5th graders are not developmentally ready for this. R4 5th - This requires a level of judgement that fifth graders have yet to develop.	11/30/2015 1:42 PM
40	R2A 5th; h- Focus on one area of mythology, but mostly take out Norse mythology. R3B 5th; e- Would like this taken out. 5th graders are not developmentally ready for this skill set. R4 5th- This, again, is not developmentally appropriate.	11/30/2015 1:38 PM
41	Developmentally Appropriate: Yes	11/30/2015 1:11 PM
42	It is hard to tell. The progressions are left to interpretation. There are no clear descriptions for several of the reading standards. For example, for comprehension, it is stated, "continue to address earlier standards as needed and as applies to more difficult texts." In addition, for the strand "Independent text" it is stated, "reading text that is developmentally appropriate"-what does that mean? What is the target?	11/30/2015 12:56 PM
43	There are too many standards to be taught fully and completely. I thought the goal was to get more in-depth and rigorous with content rather than trying to cover such a large number of standards. We cannot do both nor is it developmentally appropriate to try and do so.	11/30/2015 12:50 PM
44	3B- Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times Determine whether a story is a biography or autobiography in 2nd grade so it can be distinguished in 3rd grade. 3C - Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. Third grade doesn't build on the following second grade skills main idea author's purpose sequence of events	11/30/2015 11:05 AM

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45	3B- Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times Determine whether a story is a biography or autobiography in 2nd grade so it can be distinguished in 3rd grade. 3C - Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. Third grade doesn't build on the following second grade skills main idea author's purpose sequence of events	11/30/2015 11:04 AM
46	3B- Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times Determine whether a story is a biography or autobiography in 2nd grade so it can be distinguished in 3rd grade. 3C - Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. Third grade doesn't build on the following second grade skills main idea author's purpose sequence of events	11/30/2015 11:04 AM
47	. recognizing that new words can be created when letters are changed, added, or deleted (e.g., man, replace the /m/ with a /c/ to become can) Kindergraten Standard-not appropriate	11/30/2015 10:58 AM
48	I'm concerned that identifying 1st person/3rd person narration is something that is introduced in 2nd grade but not something students really get a grasp of by the end of the year. I think they may understand the difference, but I have a hard time seeing them being able to read a text and then tell you if it's 1st person or 3rd person.	11/30/2015 10:56 AM
49	I question whether teaching Greek roots to 4th graders would be too challenging. (R1B4th) Don't understand what "continue to address earlier standards as needed and as applies to more difficult texts" means. (R1A4th) Not sure why determining a theme of a story from text details was not included in R2A4th. Theme should be a standard for 4th grade. Not sure why referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text was left out in R3C4th. It should be a 4th grade standard. Reading different genres and text structures should be reflected in the standards, as well as recognizing the characteristics of different genres and text structures. Thesaurus should be added to R1B4th-f.	11/30/2015 10:19 AM
50	The standards are extremely vague and broad. R1A5th Develop and demonstrate reading skills in response to text be: Continue to address earlier standards as needed and as applies to more difficult texts. The words "earlier standards" sounds as though teachers are to teach everything that has been missed to date and also use "more difficult texts" which seems to encompass everything from K-5th grade at this point. R3B 5th d. recognize exaggerated, contradictory, or misleading statements (seems to hard for 5th grade) e. identify the type of evidence used to support a claim in a persuasive text (seems to hard for 5th grade) R3C 5th "not in proposed standards" listed for common core "quote accurately..." (5th graders need to be able to quote accurately) a. identify devices used.... (not clear what is wanted, characteristics or features of the devices?)	11/30/2015 10:11 AM
51	R1B first grade- In today's society, is this really a skill that is needed to be taught? R1C- Do we need to use the specific text to text, to to self vocabulary? Does this skill need it's own reading category on the standards? R2A- Is recurring phrases a skill first graders need to learn? R4- needs more clarification	11/30/2015 9:47 AM
52	Language needs to be more concise than vaguely stated. You will have teachers teaching at several different levels using their own interpretations. I also feel that the student needs to developmentally ready for school. The student should not be turning 5 the week before school. Let's have a standardized cut off date to begin kindergarten.	11/30/2015 9:45 AM
53	Standards as written are too vague to determine if they are developmentally appropriate. At a kindergarten level, the standards need to be more specific so that the teachers can be as specific as possible with the student.	11/30/2015 9:45 AM
54	R1B...do we really need to use a dictionary. Everyone uses google and technology is supposed to be used more in the classrooms.	11/30/2015 9:45 AM
55	R1B (first grade) Do students in first grade really need to use a dictionary in this day and age of technology? R1C Do we really need this? R2A "Recurring phrases" does not need to be addressed. R4...more clarification or cut it our entirely.	11/30/2015 9:44 AM
56	R2Ah-introducing origin myths might be a little more advanced for 5th graders. A lot of them are inappropriate of that age level. Maybe be specific and list actually characters and events from Greek, Roman, and Norse Mythology. The standards overall are vague.	11/30/2015 9:42 AM
57	When it says "with assistance" needs to be more specific. In kdg how much assistance is acceptable?	11/30/2015 9:38 AM
58	Include a vocabulary list of academic terms per grade level. "Who is deciding what is developmentally appropriate?	11/30/2015 9:30 AM
59	RL.5.4 was made into standards R1Bh and R1bi for third grade. These skills are too advanced for third grade students. They should be introduced at this level, but should not be expected to be taught to mastery. R4 for third grade seems to developmentally advanced for third grade students.	11/30/2015 9:28 AM

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60	Developmentally appropriate needs to be specifically defined. One teacher may have different ideas of "developmentally appropriate" than another teacher. I believe that onomatopoeia needs to be removed from Grade 2 in the poetry section. Also, Grade 2 Digital and Media Literacy, it is not clear what describe techniques used to create media messages means. I believe that needs to be removed along with identify various written conventions for using digital media.	11/30/2015 9:28 AM
61	Standards R1Bh and R1Bi should be introduced in third grade but not to mastery. These standards are too advanced to master at third grade. R4 for third grade seems to be developmentally advanced for this grade level.	11/30/2015 9:27 AM
62	The progressions are not detailed enough to tell. There are no clear descriptions for several of the reading standards.	11/30/2015 9:27 AM
63	Many of the grades have the same standard, worded exactly the same. There is no progression shown. A few of the standards state to complete at a developmentally appropriate level, but do not state what that level is. Is that level for the grade level or the individual level?	11/30/2015 9:19 AM
64	What does it mean "with assistance"? Is it best in a small group setting? large group?	11/30/2015 9:12 AM
65	The Kindergarten vocabulary standard regarding identifying and sorting pictures of objects into conceptual categories does not seem like it belongs in an ELA standard. It seems to be more appropriate for a math standard regarding sorting.	11/30/2015 8:52 AM
66	Read to develop an understanding of media and it's components by: a. explaining purposes of media (e.g., informational, entertainment) b. describing techniques used to create media messages (e.g., sound, graphics) c. identifying various written conventions for using digital media (e.g., email, website, video game These should be removed from the reading standards and placed in a technology standard since they are not grade appropriate for second grade.	11/30/2015 8:26 AM
67	No, these standards are NOT developmentally appropriate and I cannot believe that anyone who is actually in a classroom would say that they are.	11/29/2015 7:32 PM
68	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:34 AM
69	We need to remove R2 A f in Kindergarten. R2 A c-- Grade 2. The subject matter in myths is not appropriate for this age group. R2 A d, e, f--Grade 3 The subject matter is not appropriate for this age group. *4th grade has a vocabulary component that includes words derived from Greek roots, this might be a more appropriate time to introduce mythology. RL.2.2, from the previous standards should be added back into 2nd grade.	11/24/2015 2:58 PM
70	Literary techniques for grade 5 should be at middle school level - too tough for 5th grade. Greek and Latin roots in 5th grade? Ouch	11/23/2015 11:12 AM
71	Literary Techniques: 3.B.K.a- Determining the difference between fiction and non-fiction needs to be a part of the Kindergarten standards. We cannot wait until 1st grade to introduce this. Also, the wording on this is confusing. Please more clearly clarify what "respond to examples of sensory details" means. Fiction: 2.A.K.f- Discussing main idea of a well-known fable and/or folk tale is currently a second grade standard. Fiction: 1.A.1- We appreciate that "with assistance" has been added back to this comprehension strand. Please keep it there. Please also keep the specificity of the sub-standards a-g.	11/23/2015 10:28 AM

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72	I don't understand why we are wasting our time, breath, and energy trying to create new standards for the state of Missouri. Why would we adopt standards that are LESS RIGOROUS than the Common Core (MO Learning Standards) that we already have in place? These standards would be a step back in what we expect from Missouri students. If adopted, we would not compete at the national level with the states who are still utilizing the Common Core, because these standards are less rigorous, and less relevant/current than what students are currently expected to know and be able to do in each grade level under the MO Learning Standards. Students do not need MORE standards. The current MO Learning Standards are based off 10 anchor standards that create common focus vertically, in grades K-5. School districts have already spent a ton of time and money realigning curriculum and resources to the CCSS (MO Learning Standards), and, as a result, have seen students perform at higher levels than with the MO GLE's. Why are we wanting to take a step backwards? America, as a whole, is still working to compete internationally to have the best educational system. We don't need divisive standards. We need a COMMON standard, so we can compare apples to apples when measuring student learning across the nation. We need our students to be college and career ready, and all have a common learning background to help them find success when they reach the college level. Our Missouri students will be in for a rude awakening, under these proposed standards, once getting to college. Stay with the Common Core (MO Learning Standards). They create a common curriculum, and an opportunity for teachers across the nation to grow professionally and collaborate together. Collectively, with the common core, educators can build their capacity. Adopting these standards would be a step backwards for students and teachers.	11/22/2015 9:47 PM
73	The fourth grade standard refers to "figurative language" but does not specify which types of figurative language (ie. simile, metaphor, hyperbole, etc.) as the third and fifth grade standards do. Being specific as to the type of figurative language would improve this standard.	11/22/2015 7:53 PM
74	As a first grade educator, I feel many of the standards are not as rigorous as our current standards.	11/20/2015 3:30 PM
75	Some standards are unreachable as a kindergarten student	11/20/2015 12:14 PM
76	should we include the use of metacognitive strategies in understanding and comprehending text?	11/20/2015 10:57 AM
77	Reading Comprehension - K & 1: The student with assistance should be able to retell narrative text with beginning, middle and end as opposed to just recognizing B M E. The retell in the original standard begins in 2nd grade.	11/20/2015 10:31 AM
78	The new proposed standards are not appropriate. By leaving the current MLS, we destroy the hard, quality work of teachers and administrators over the last several years. We would lose all the wonderful resources available to us because we share standards with so many other states.	11/20/2015 10:23 AM
79	There are numerous standards that lack rigor and skills that are not appropriately addressed. Students should have an even percentage of nonfiction and fiction texts. These standards lack precision and are very surface level. It is incredibly unnecessary for students to "puppet play". The entire drama section should be removed. What reading level are students expected to read at? What do these writers consider "developmentally appropriate"?	11/19/2015 6:13 PM
80	I feel like the vocabulary standards for grades 4 and 5 are at an appropriate level of text complexity. This making connections strand is not appropriate for 4 years of schooling. This does not dive deeper into what this tells us and how this empowers students. Poetry gives so many opportunities for students to deeply read and analyze theme and meaning. I am concerned that students are only being asked to look at poetry structure in grade 4, but not meaning and the power in this type of writing.	11/19/2015 5:14 PM
81	As a 2nd grade teacher my students are capable of doing so much more than these standards are suggesting. It is very basic memory skills and not much application, analyzing and problem solving skills.	11/19/2015 5:06 PM
82	I despise the phrase "developmentally appropriate". What is developmentally appropriate from child to child varies. These standards are very low level standards for reading. Our students are capable of FAR more than what these standards call for.	11/19/2015 4:58 PM
83	This is truly a step backward for our kids!!!!!! Comparing and contrasting connections? Text to self connections? Our students should be able to read things and analyze how it fits into the world they know. Yikes!	11/19/2015 4:50 PM
84	Standards require complete re-write. Majority of the standards are inappropriate. Are you really saying that there are no standards necessary for comprehension beyond grade 3? Wouldn't you think that even ADULTS are still learning how to comprehend more complex text?	11/19/2015 4:47 PM
85	I do not see a purpose for creating standards for teaching students in the elementary level about digital and media literacy. Why is it important for a kindergartner to be able to identify techniques used in media? I can understand creating a course at the middle school level if students are interested in creating digital media. I believe our focus at the elementary level should be getting kids to instill a love of learning through the use of books, activities and dramatic play. Do not forget that these are CHILDREN we are talking about. They still need time be children.	11/19/2015 10:07 AM

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86	R1A1st.d retelling main ideas in sequence This is unclear. Retelling is a different skill than choosing main idea. Retelling a story with details is an appropriate skill for first grade, but choosing the overall main idea is difficult, this needs to be done with assistance. The two skills need to be separated. R1B1st.d Identifying and sorting words into conceptual categories(opposites)- eliminate from current standards R2C1st.a identify characters and dialogue in a puppet play or performance by others. Eliminate from current standards or just eliminate the word puppet from the standard R3A1st eliminate sections d and e R41st- eliminate section	11/18/2015 3:51 PM
87	Please bring back the Common Core for ALL standards! This has turned into a legislative battle instead of one that makes the most sense and is best for our students, state, and country.	11/18/2015 3:39 PM
88	There are way too many standards at each grade level K-3. And why would it say one strand to just continue the standards at 4 and 5 with harder texts? Did you run out of time or ideas?	11/17/2015 9:33 PM
89	To say to continue working in gr 4 and 5 with more difficult texts seems like you just ran out of time.	11/17/2015 9:27 PM
90	It seems as if some of the 3rd and 4th grade standards need to flip flop in the fiction domain. E. (compare and contrast the settings in myths and traditional folktales) and F. (identify differences between fables, folk tales, legends, and myths) seem like they should go to 4th grade. Or they could be introduced in 3rd, but tested in 4th. 3rd graders could identify 1st/3rd person narration. The same problem exists in the poetry section also. It seems more coherent and appropriate for 3rd grade to identify structural elements of poetry like rhyming, stanzas, etc.and for 4th grade to identify the forms of poetry like couplet and haiku. They need to know the basics before they can identify the types. Please delete distinguishing biography from autobiography. It is developmentally inappropriate. We could introduce that, but not test for it.	11/17/2015 4:14 PM
91	The standards in general (across all strands) read as if there were 6 committees rather than one writing them. They are disjointed, particularly 4th grade. The vertical alignment is okay through 3rd grade and then is "all over the place from 3rd to 5th grade.	11/17/2015 3:57 PM
92	4th and 5th grade comprehension standards need to be more detailed. The proposed standards state: "Continue to address earlier standards as needed and as applies to more difficult texts". Comprehensions skills such as: infer, summarize, conclude, compare/contrast, cause and effect also aide in student overall comprehension.	11/17/2015 3:29 PM
93	Most of the standards seem very vague. What exactly does reading appropriate grade level texts look like and what are the texts? I think there needs to be more specific detail involved in each standard so teachers know what they need to be using.	11/17/2015 9:04 AM
94	R3B 5th f- The standard should either be moved up or more specific than to "explain reasoning" that is too vague for a 5th grader developmentally. This standard may do better as a 6th or 7th grade standard developmentally overall. R3B 5th 3. Standard is too difficult for 5th graders.	11/16/2015 4:37 PM
95	I'm not sure if the standards are developmentally appropriate--we need better descriptors of the learning targets.	11/16/2015 3:45 PM
96	The progressions are left to interpretation. There are no clear descriptors for many of the reading standards.	11/16/2015 2:39 PM
97	Progression is left to interpretation What does - reading text that is developmentally appropriate - mean, what is the target? There are not clear descriptions for several of the reading standards.	11/16/2015 11:18 AM
98	The progressions are left to interpretation. No clear descriptions for several of the reading standards. What exactly does "developmentally appropriate" mean? You must set targets and be specific.	11/16/2015 10:46 AM
99	If majority of the items are with assistance the students will well. What items need to be mastered by the end of 1st grade?	11/13/2015 3:02 PM
100	Most sections are listed as with assistance. It is unclear what students will need to master on an independent level to move forward.	11/13/2015 3:02 PM
101	Which standards (sub standards) need to be mastered? There are many items that say with assistance. Do first graders need to master any of these skills? I agree that many standards need to be with assistance at the first grade level.	11/13/2015 2:59 PM
102	We are adding too many new learning targets. -Take out identify words in dictionary (out dated- we use google) -Take out explain functions of reoccurring phrases -Take out identify and explain techniques in media Some learning targets seem to be repeated across the content areas or among the power standards. (ex: alphabetizing words, identifying nouns, verbs and adjectives, identifying main topic and supporting details.)	11/13/2015 2:30 PM
103	explain techniques in media???? you have to be kidding!	11/13/2015 2:28 PM
104	1st grade- using a dictionary to find a word is outdated and not developmentally appropriate	11/13/2015 2:28 PM
105	playful language?	11/13/2015 2:00 PM
106	playful language?	11/13/2015 1:59 PM

HB1490 Work Group - English Language Arts (ELA) K-5

107	Playful language? I thought we teach figurative language.	11/13/2015 1:59 PM
108	R1B5th-(a) determining the meaning of grade level academic English words derived from Latin, Greek, or other Linguistic roots R1B5th-(d) identifying and explaining the meaning of common idioms ,adages, similes, metaphor, hyperbole and other sayings. The above skills with Greek and Latin sayings, idioms and adages are above grade level. These are more geared towards 6th grade. R2A5th-(f)-recognize foreshadowing, introduce origin myths and acquire knowledge culturally significant characters and events in Greek, Roman, and Norse Mythology. R45th-Read to develop and understanding of media and its components by; a. explaining messages conveyed in various forms of media are presented differently documentaries, online information, (televised news) (b)-Comparing and contrasting the difference in techniques used in media (commercials, documentaries, news) (c)-identifying the point of view of media presentations (d)-analyzing various digital media venues for levels of formality and informality These skills we listed above are 6th grade skills	11/13/2015 1:34 PM
109	Standard R1A5th grade is too broad and not clearly understandable. Every 5th grade classroom in our area has students that are considerably lower than grade level in ELA skills. Teachers already continue to teach and reteach on a daily basis, but it is not taught as an individual skill at this grade level. Therefore, should be taught more specifically at 4th grade or below. R1B5th contains Latin and Greek roots which should be transferred to 6th grade skills. I believe it would be more appropriate in 6th grade because they are more related to standards in other core subjects in that level. This will make the skill seem more sensible and needed to the student. RiB5th d. contains idioms, adages, and hyperboles which are also better suited to 6th or even 7th grade because of the higher level reasoning needed to have an understanding of this skill. If students are struggling at all, they will not comprehend.	11/13/2015 1:32 PM
110	This fits better with the 6th grade standards. -R1A5th, R1B5th	11/13/2015 1:26 PM
111	R1B 5th a: This learning objective needs to be moved to 6th grade. It would make more sense to move them there because they teach World History and the children could relate Latin & Greek roots to those areas. R1B 5th d: Idioms, adages, and hyperbole need to be moved to 6th grade so that the children can master similes, metaphors and other sayings first. R2A 5th h: Myths and events in Greek, Roman and Norse mythology would make more sense to be moved to 6th grade where they teach World History	11/13/2015 1:25 PM
112	I have some concerns about the second grade standard where students are expected to develop an understanding of media and its components.	11/13/2015 11:17 AM
113	Everything looks good besides E-F. I do not think they are developmentally appropriate for those ages.	11/13/2015 11:05 AM
114	Everything is good except E-F. I do not think it is developmentally appropriate for children at this age level for third grade. R1A Kdg- kindergarteners are not developmentally ready to apply information in text to real life events. This is ok if kept at a kindergarten friendly level and not expected at a higher level thinking.	11/13/2015 11:05 AM
115	On R2A3rd I think a-d are developmentally appropriate but feel that e-f are too difficult for the average third grader to do. This is a hard concept for a nine year old to be able to do. R2C 3rd seems well above the thinking level of a third grader as well. R43rd on Reading to developing an understanding of media and it's components also seems a little too complex for third graders within the average school district of Missouri. The digital media system is not accessible to all students within school districts throughout the state. This places a disadvantage for rural students that do not have this access or experience.	11/13/2015 10:59 AM
116	On R2A for third grade, I feel that our students would have a difficult time comparing and contrasting the settings in myths and traditional folklores and identify differences between folk tales, legends and myths. Due to lack of resources in our rural school, we feel our students would have a difficult time. R2C 3rd is a standard that seems to be too abstract and above their level of thinking in third grade. R4 3rd is a difficult standard for third grade due to lack of resources.	11/13/2015 10:57 AM
117	I think R2A 3rd is grade level appropriate, however I feel e and f aren't developmentally appropriate. They will have a very difficult time comparing and contrasting the settings in myths and traditional folktales, and identifying differences between fables, folk tales, and myths. R4 3rd is a tough standard for rural schools and I feel our students would be disadvantaged due to lack of resources. R2C 3rd (identify language that creates a graphic visual experience and appeals to senses) isn't grade level appropriate.	11/13/2015 10:57 AM
118	R2A 3rd letter e and f are to involved for students at this age R2C 3rd letter b is well above 3rd grade thinking R4 3rd letters a-c cannot be fulfilled unless school is equipped with the appropriate access to said technology	11/13/2015 10:53 AM
119	RC2A 3rd letter E and F are to involved for students at this level or age. R2C 3rd letter B is well above 3rd grade thinking. R4 3rd letters A-C can't be fulfilled unless school is equipped with appropriate access to said technology.	11/13/2015 10:53 AM
120	R2A 3rd Read, Infer, Analyze, and Draw Conclusions to: A-D are developmentally appropriate. E-F I do not feel that being able to identify the differences between fables,folk tales, legends, and myths is developmentally appropriate for 3rd grade.	11/13/2015 10:53 AM

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121	Reading informational text is missing. This is an important skill to be taught especially if students are required to write nonfiction text. How are we supposed to teach them to write nonfiction without teaching them how to read nonfiction. This is a very important skill for elementary students. How can you expect us to send them to middle school without a background of informational texts. Teaching text features of informational texts is not ENOUGH. Author's Purpose should be taught in lower grades. This is a very basic skill for fourth graders. We should be teaching them to explain author's reasoning for writing a passage. Teaching genres should be dropped to lower grades. Teaching the elements of a poem? We should be teaching fourth graders to analyze poems. Explain structural elements of a drama? That is a DOK 1. How are we challenging our students? Distinguish a fact and opinion in text? Explaining text structure (e.g. subheadings, graphs, page design, etc) is not text structure. That is a text feature. Text structure includes problem/solution, cause/effect, sequencing, and description.	11/12/2015 11:32 AM
122	Text to self and text to text in the upper grades? This is not developmentally appropriate and there is a lot of repetition.	11/12/2015 11:32 AM
123	We should see a progression of skills and there are gaps between grade levels. For instance, 3rd and 5th have a standard for theme but 4th-nothing. Why? The wording is different from 3rd-4th-5th yet the standard feels the same. (ex: character traits-undergo?) Common Core standards seemed very broad. The layout/descriptors are better defined and would guide instruction better with these new standards.	11/12/2015 11:19 AM
124	R3.1Bd would like to see literary terms like...alliteration, similes, metaphors, hyperbole (if that is the intent) R3.2Ad not age appropriate~subtle differences R4 teachable but not testable	11/12/2015 11:19 AM
125	R3.1Bd (terms like alliteration, simile, etc. would be easier to understand what is expected other than tongue twisters, etc. R3.2Ad (doesn't seem age appropriate) R4 (digital media seems to be teachable but hard to test)	11/12/2015 11:18 AM
126	We would like to continue teaching with the standards we are already using. They provide a more detailed description of skills and are more rigorous in what we teach.	11/12/2015 11:14 AM
127	On "Making Connections", I feel like text to text and text to self do not need to be taught again at each level. 4th and 5th grade should be continued as before but Text to World added at 4th and 5th.	11/12/2015 11:09 AM
128	The standards leave a bit too much room for interpretation about text complexity.	11/12/2015 10:55 AM
129	The "asking questions" standard 1Ab is not really appropriate. This is very difficult for first grade students, even with support. 1Bf is not developmentally appropriate, or should have "with support" added. Students are asked in 1Be to alphabetize by first letter, so they are not ready to find words based on 2nd or 3rd letter. 1Db discourages reading for enjoyment, and emphasizes reading for points.	11/11/2015 2:38 PM
130	You need to look at the big picture and allow for the appropriate comments. It is not that the standards are unacceptable, it is there are way too many in each content area to teach them to mastery. You have had GLE's, then Common core, the format you have now is reaching back toward the GLE format. The standards written may seem more rigorous which I am in favor of, but we will never get to teach any of them to a deeper level of understanding simply because you overload. There does not seem to be a lot of common sense used when developing new standards or a new movement. Do what is best for kids, not some business who is making money off of following educational movements so they can sell the "best curriculum for our standards".	11/11/2015 7:45 AM
131	Omit 2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times. Grade 5 - h. Introduce origin myths and acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology. This standard fits higher grade levels' academic vocabulary.	11/10/2015 8:22 PM
132	Standards need to vertically align and build from grade level to grade level in a logical manner. Rigor must be reinforced in all grade levels to prepare students for higher level, critical thinking. These standards are not designed to challenge students beyond initial recall and basic information.	11/10/2015 10:51 AM
133	Standards are not aligned in any way building off of vertical grade levels. There is no rigor in the standards. The standards have been broken down and there are no application skills. Students must not only learn and know the standards, but also be able to apply them. Reinforcement is necessary, but no new skills are added after third grade standards.	11/10/2015 10:44 AM
134	Some of the expectations in the section over Digital and Media Literacy is not necessarily developmentally appropriate. For example, the standards a and b for 4th grade are not developmentally appropriate for that age.	11/9/2015 4:36 PM
135	Lack of academic vocabulary in some places. Objectives measurable and realistic.	11/9/2015 11:24 AM
136	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:34 AM
137	K - table of contents and glossary are not age appropriate. 2nd grade why are they doing myths??	11/5/2015 10:20 AM

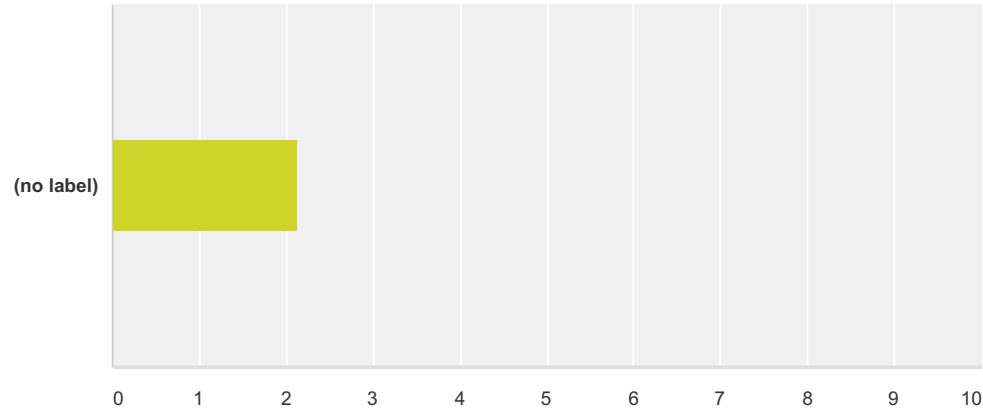
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138	Identifying and explaining rhythm is too difficult for second graders.	11/4/2015 11:47 AM
139	There are still too many reading standards in the 3-5 grade levels to cover in a year's length of time.	11/4/2015 7:38 AM
140	I am concerned with the quantity of comprehension goals in R.2.a -- with assistance is very open for interpretation. Would the expectation be more clear (and appropriate) if we stated that kindergarten students would participate in class discussions and teacher modeling of the expectations set forth in R2a? Reading 2B doesn't make sense that they are reading, inferring, and drawing conclusions. Why not just say that they will be able to identify rhyming words within poetry?	10/28/2015 4:38 PM
141	It is hard to distinguish between informational and literature standards. They are jumbled up.	10/28/2015 9:01 AM

Reading

Q13 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 247 Skipped: 529



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	39.27% 97	25.91% 64	17.00% 42	17.81% 44	247	2.13

#	Suggested revisions for standards:	Date
1	Progressions are not descriptive enough and are left to interpretation.	12/2/2015 11:33 PM
2	R2 A Fiction K-5 needs serious revisions and re-considerations. There appears to be little alignment vertically or horizontally. There is an over emphasis on fables, folk tales, and myths as written. While we would like to see these as an included component, there needs to be a broader range of fiction.	12/2/2015 5:59 PM
3	Reading Foundations standards should be the main focus K-2. There are too many standards to begin to teach in a school year at all grades, K-5. Districts will have a huge job of focusing our curriculum to power standards.	12/2/2015 5:13 PM
4	The digital media strand is completely inappropriate for grades K-5.	12/2/2015 4:33 PM
5	Make the suggested modification to assure student comprehension.	12/2/2015 4:18 PM
6	Make above modifications	12/2/2015 4:16 PM
7	As a group of 5 second grade teachers we suggest: Omit foreshadowing in text-features (reading 1Aa). Omit idioms in vocabulary (reading 1Bg). Omit 2Bb. Omit digital media and literacy (4a,b,c) We believe this is middle school work, we also do not have access to computers for our students to use for classroom work.	12/2/2015 4:10 PM
8	2c Grade 1 Is not coherent.	12/2/2015 3:53 PM
9	R41-eliminate, this is a standard for second grade	12/2/2015 3:27 PM
10	There is a path to the standards, but they just aren't acceptable.	12/2/2015 3:26 PM
11	multiple standards across grade levels make it hard to be specific	12/2/2015 2:00 PM
12	Many of the changes seem to drastically shift the standard to a whole different skill from CCSS. CCSS seems to do a better job at vertically aligning student reading progression	12/2/2015 1:58 PM
13	Too many standards in each grade level. In the attempt to provide more specificity, the standards grew in number and look very much like the old MO GLEs. Please return the current wording of the MO Learning Standards.	12/2/2015 1:42 PM

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14	<p>1.A- No comprehension expectations beyond 3rd grade is absurd! 1.B--Grades 4-5 are the same expectations except for sub-standards c) and e). Additionally, the reading process has been so split up into isolated skills it is no longer a process and will not foster the work of a real reader. 1.C-- Omit completely! We do not need to go back to text-to-text/self/world work. That is part of a natural conversation readers have when they connect with a book. To put it as a standard once again decontextualizes it and makes it lose its meaning. 1.D--the examples of text evidence provided are weak. 2.B--The poetry forms listed as examples will make it difficult to do any meaningful work with them. A couplet and haiku don't have much depth to do inferential work or draw conclusions from. Students learn ABAB patterns in Kindergarten. To have this in 5th grade seems pretty basic. The overarching standard states "to apply skills and strategies to comprehend, analyze, and evaluate"--most of this work is looking at specific forms, understanding parts of poetry and its rhythm and rhyme. These standards do not set up the work of truly analyzing or evaluating poetry. These are all surface level standards and even use the verb "identify" repeatedly. That's DOK 1. 2.C--again, more about identifying structure of drama and very little work to actually evaluate and analyze. 3.A-- Take out author's purpose language in grade 3. We don't need to go back to PIE. This standard seems to be going back to the GLEs in a lot of ways and there is a lot of content included that does not align to work of analyzing text features (e.g.--follow multi-step directions, identify main idea) 3.B--Literary techniques would only apply to narrative nonfiction as they are those present in the telling of story. So, identifying main idea with supporting facts is not a literary technique. Literature has themes, not main ideas. Identify what the author is trying to persuade the reader to do is not a literary technique. That is a conversation about author's purpose. This standard needs a complete rewrite and the writers need to educate themselves on what literary techniques actually are and where they fit into nonfiction work. 3.C--once again author's purpose shows up in this one and it is entitled "text structures". The difference between explicit and implicit ideas has nothing to do with text structures. This needs a total rewrite and the writers need to educate themselves on text structures. 4--many gaps and overlaps again. Needs a vertical conversation to tighten up.</p>	12/2/2015 9:49 AM
15	I did not have the necessary time to evaluate if the standards follow a coherent path across the grade levels.	12/1/2015 10:20 PM
16	What needs to be introduced and mastered at each grade level?	12/1/2015 2:26 PM
17	What needs to be introduced and mastered at each grade level?	12/1/2015 2:26 PM
18	What needs to be introduced and mastered at each grade level?	12/1/2015 2:26 PM
19	They are not at inappropriate grade levels, they are just incoherent.	12/1/2015 2:01 PM
20	Proposed standards are broken down into simpler tasks. Some may even be dumbed down too much.	12/1/2015 11:50 AM
21	Reading comprehension standards in grades 4 and 5 need to be specified. The current MLS views reading as a whole and not in silo learning of information.	12/1/2015 8:47 AM
22	<p>The substandard "c" under the 5th grade Drama strand does not seem appropriate for that genre. Those literary elements are more likely to be found in poetry and prose than in Drama, especially drama at the 5th grade level. The "Literary Techniques" strand seems misnamed as the standard refers to nonfiction from a variety of cultures and times. Was this a misprint? Are students really expected to read and analyze NONfiction from a variety of cultures and times? This seems unrealistic and developmentally inappropriate. Furthermore, Literary Techniques would be more readily found in literature and would be difficult to teach/assess through nonfiction.</p>	12/1/2015 12:29 AM
23	<p>RL 5.7 Standard is written using "it's" when it should be "its". It says you are going to "read" to gain understanding of media (commercials, televised news). This fits as a listening skill. You can not "read" televised news or other media sources listed. A better verb choice would be to analyze those media sources instead of read. e. states "graphics features" it should be "graphic".</p>	11/30/2015 3:47 PM
24	<p>R45a: form of 'its' is incorrect. (written as it's, should be its.) R45e: should be 'graphic features' (written as 'graphics features').</p>	11/30/2015 3:47 PM
25	Just the mythology standard should be revised to the grade above.	11/30/2015 1:45 PM
26	Coherent thought across all grade levels: Yes	11/30/2015 1:11 PM
27	The progressions are not descriptive enough at times and left up to interpretation.	11/30/2015 12:56 PM
28	<p>3B- Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times Determine whether a story is a biography or autobiography in 2nd grade so it can be distinguished in 3rd grade. 3C - Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. Third grade doesn't build on the following second grade skills main idea author's purpose sequence of events</p>	11/30/2015 11:05 AM

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29	3B- Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times Determine whether a story is a biography or autobiography in 2nd grade so it can be distinguished in 3rd grade. 3C - Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. Third grade doesn't build on the following second grade skills main idea author's purpose sequence of events	11/30/2015 11:04 AM
30	3B- Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times Determine whether a story is a biography or autobiography in 2nd grade so it can be distinguished in 3rd grade. 3C - Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. Third grade doesn't build on the following second grade skills main idea author's purpose sequence of events	11/30/2015 11:04 AM
31	It is hard to tell if there is a coherent path when skills are scattered throughout different categories. Also, it is confusing when it is stated that the skill is not in proposed standards and then is found somewhere else. It would be helpful to just say it was moved to... Currently, you don't know if it is somewhere else or has totally been removed. Related skills need to be grouped together. Also, print and digital should be one category.	11/30/2015 10:19 AM
32	The standards in this strand do not follow a coherent path as they seem to encompass all standards taught to date when the statement "continue to address earlier standards as needed..." is used. Related skills need to be grouped together. Put writing skills in the writing strand etc... R3A 5th Original wording (common core) is more clearly stated. Some standards have "not in proposed standard" which is concerning because we don't know where the skill is taught or if it truly has been dropped? Print and digital should be one category.	11/30/2015 10:11 AM
33	Clear concise language. The earlier the language is understood, the follow though will be a clear path for all.	11/30/2015 9:45 AM
34	I believe the standards follow a coherent path, but its is hard to determine when the wording is so vague.	11/30/2015 9:45 AM
35	There is not a lot of scaffolding. Grades have different expectations that do not build from year to year on a lot of the standards. Is vocabulary throughout the standards consistent? The standards are not specific enough.	11/30/2015 9:42 AM
36	The grade-level progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations.	11/30/2015 9:40 AM
37	It is very difficult to determine if there is a coherent path when it is so vague. The "with assistance" and "identify" and "use" need to be specific. In kindergarten how will the students show the "identify"? Will they point to an item, verbally identify or write?	11/30/2015 9:38 AM
38	Why does the language in the proposed standards remain similar from 6th grade through 12th grade?	11/30/2015 9:30 AM
39	Coding is confusing.	11/30/2015 9:28 AM
40	What is the specific progression?	11/30/2015 9:28 AM
41	Not descriptive enough	11/30/2015 9:27 AM
42	Many of the grades have the same standard, worded exactly the same. There is no progression shown. A few of the standards state to complete at a developmentally appropriate level, but do not state what that level is. Is that level for the grade level or the individual level?	11/30/2015 9:19 AM
43	It does build on prior knowledge, somewhat.	11/30/2015 9:12 AM
44	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:34 AM

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45	R2 A Fiction K-5 needs serious revisions and re-considerations. There appears to be little alignment vertically or horizontally. There is an over emphasis on fables, folk tales, and myths as written. While we would like to see these as an included component, there needs to be a broader range of fiction.	11/24/2015 2:58 PM
46	"continue to address earlier standards as needed and as applies to more difficult texts" - sounds good in theory, how will that be assessed?	11/23/2015 11:12 AM
47	Vocabulary: 1.B.K.a- Sorting is already in math and science. Do we need it in 3 subjects? 1.B.K.b- Using a picture dictionary to find words is irrelevant due to technology and the way our future generations are functioning in the world. Sensory details are a part of Literary Techniques as well as Fiction. Can we get them in one place?	11/23/2015 10:28 AM
48	This is a waste of everyone's time and money. DON'T DO IT. The Common Core is more rigorous, expects more from our children (who rise to meet the expectation), and vertically aligned. Listen to the people who are giving feedback who are actually educators.	11/22/2015 9:47 PM
49	As a first grade educator, I feel many of the standards are not as rigorous as our current standards and also are not vertically aligned.	11/20/2015 3:30 PM
50	Author's purpose could stop by 2nd grade instead of continuing.	11/20/2015 2:28 PM
51	I don't see much alignment of any sort in correlation to the 6-12 standards. It appears that the K-5 educators will be teaching towards radically different standards than their 6-12 counterparts. Perhaps changing the K-5 standards to a similar format will provide some sort of logic to an otherwise obscure system.	11/20/2015 1:03 PM
52	With such a push for digital literacy, dictionaries have become obsolete. Should be taken out of the standards for Vocabulary in K-5	11/20/2015 10:31 AM
53	The lack of anchor standards is troubling. The proposed standards are rambling and at times incoherent.	11/20/2015 10:23 AM
54	These standards lack organization. It is evident that there was no collaborative, vertical conversations that took place when drafting these standards.	11/19/2015 6:13 PM
55	These standards show a very basic understanding of what students are capable of when given consistent instruction with high quality teachers.	11/19/2015 5:14 PM
56	There needs to be specific standards for comprehension in 4th and 5th grades. Not just "continue to address earlier standards as needed and as applies to more difficult texts." These standards do not build upon one another from one grade level to the next.	11/19/2015 5:06 PM
57	Again, studying connections over the span of 6 years is ridiculous. As a fifth grade teacher, my students are much more capable of the work you are asking in these standards. The verbs used to describe the standards (identify, recognize, determine) are all very low DOK verbs. Those don't seem to build on each other throughout the standards either.	11/19/2015 4:50 PM
58	Standards require complete re-write. Majority of the standards are inappropriate. It is very clear that these were never looked at vertically and they do not progress from one grade level to the next. Skills are taught in isolation and are not touched on or built upon again.	11/19/2015 4:47 PM
59	The standards do not effectively transition or align. More teacher input is needed!	11/18/2015 5:46 PM
60	Please bring back the Common Core for ALL standards! This has turned into a legislative battle instead of one that makes the most sense and is best for our students, state, and country.	11/18/2015 3:39 PM
61	R.3.B.5 - Read, Infer and draw conclusions to: to evaluate the author's purpose.	11/18/2015 2:30 PM
62	It makes no sense to have comprehension as a different category from connections and then fiction - so much repetition and confusing since it is ALL comprehension. Then to take non-fiction and break it into multiple categories makes it very confusing. There is not a consistent approach and there are often standards that are repeated in multiple places. This makes it seem there are even more standards than there are -and there are too many. For example, 2nd grade has something about main idea and details in three different places - why? Why is there a section on connections and then a standard in the fiction section that talks about connecting to a personal experience. Too often the standards are repeated for no apparent reason.	11/17/2015 9:33 PM
63	It makes no sense to have comprehension as a different category from connections and then fiction - so much repetition and confusing since it is ALL comprehension. Then to take non-fiction and break it into multiple categories makes it very confusing. There is not a consistent approach and there are often standards that are repeated in multiple places. This makes it seem there are even more standards than there are -and there are too many. For example, 2nd grade has something about main idea and details in three different places - why? Why is there a section on connections and then a standard in the fiction section that talks about connecting to a personal experience. Too often the standards are repeated for no apparent reason.	11/17/2015 9:27 PM
64	*see above	11/17/2015 4:14 PM

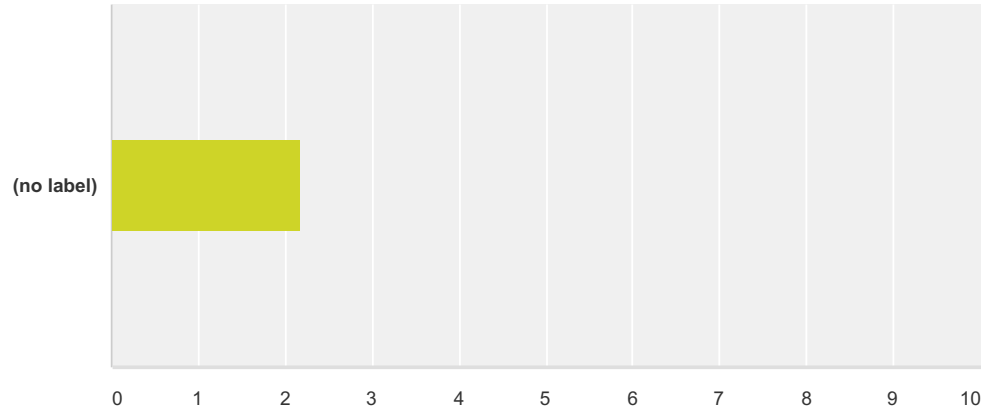
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65	4th and 5th grade need to have detailed comprehension standards.	11/17/2015 3:29 PM
66	Having two sets of standards broken up by informational and literature standards for reading would make it much easier for educators to understand and comprehend. R2A 5th h. The standard of mythology will not match up with the Social Studies content in 5th grade. That ancient civilizations social studies standards which would better match up with this standard are taught in 6th grade. R2A 5th f- The recognize foreshadowing needs more specific wording other than just recognize it. R2C 5th b- Adding specificity to what structural elements you are referring to. R3B 5th a- "How well this is achieved" is left too wide open. It would be better to ask for the students to explain IF the purpose was achieved.	11/16/2015 4:37 PM
67	The progressions are left to interpretation since they are not definitive.	11/16/2015 3:45 PM
68	Progressions are not descriptive enough.	11/16/2015 2:39 PM
69	Progression is left to interpretation. Unclear	11/16/2015 11:18 AM
70	The progressions, again, are not descriptive or specific.	11/16/2015 10:46 AM
71	see adjustments from above	11/13/2015 2:30 PM
72	repeats from other learning targets. Grammar things in Reading?? Dictionaries? NOT appropriate for first grade. Main idea is for informational or nonfiction stories not fiction. Drama? Puppet Plays?? Identify important details not explain them. A lot of repetition in standards.	11/13/2015 2:28 PM
73	There are missing standards between the grade levels. They do not scaffold off the previous year.	11/12/2015 11:32 AM
74	As mentioned above, there are lots of gaps.	11/12/2015 11:19 AM
75	There is no logical flow from grade to grade. 4th and 5th grade should be expanding on specific skills in comprehension- not just "revisiting" the third grade standards. They do not even have ANY standards that increase rigor or expectation of increased comprehension skill- this is not measurable for students or teachers.	11/10/2015 10:51 AM
76	There is no coherent path of standards from grade to grade. There is no expansion of skills or introduction of skills in fourth and fifth grade. While reinforcement of skills is important, students must be learning new skills in those two grade levels in order to be prepared for middle school and high school, and college and career readiness.	11/10/2015 10:44 AM
77	Certain grade level specific skills or concepts need to be maintained throughout grade levels.	11/9/2015 11:24 AM
78	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:34 AM

Reading

Q14 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 244 Skipped: 532



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	39.34% 96	22.95% 56	18.03% 44	19.67% 48	244	2.18

#	Suggested revisions for standards:	Date
1	Expectations are much lower than current standards.	12/2/2015 11:33 PM
2	R1C- 4th Grade-- Consider changing explaining connections to compare and contrast to better prepare for the analysis phase in 5th grade. R3C- Grades 3-4-- These sections are weak. We would like to see a stronger inclusion of the current RI standards (10 vs. 3) R2 A e--Grade3- Suggest rewording: compare and contrast story elements in fictional text. The proposed standard only addresses setting in traditional folk tales and myths. R3A c- Grade 5- To increase rigor, consider adding "from multiple sources." R3C a-- Grade 5- To increase rigor, consider broadening text type to include ALL non-fiction texts. (Identify devices used in non-fiction texts, including how an author presents major events.) R1B f--Grade 2-- Consider revision: locating words in a dictionary or glossary (both print and digital)	12/2/2015 5:59 PM
3	Not rigorous enough. Standards have been reduced to lower level and unimportant skills. We, as a State, will never be in the Top 10 by 20 if we focus on low-level dictionary skills, rather than rigorous standards. Many of these proposed "standards" are outdated. Cursive writing, dictionary skills, alphabetizing, etc. are not 21st century skills. While important, these are skills that the local schools should determine to what extent they will be covered. These are not rigorous standards.	12/2/2015 5:13 PM
4	The revision will be rigorous enough for a third grader.	12/2/2015 4:18 PM
5	One or two is rigorous enough.	12/2/2015 4:16 PM
6	The current standards are rigorous enough for our students.	12/2/2015 4:10 PM
7	2c grade1 drama	12/2/2015 3:53 PM
8	The rigor is the biggest issue I have with the standards. It is severely lacking.	12/2/2015 3:26 PM

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9	Because there are so many standards, the rigor of the current standards has been massaged right out. Proposed standards will enable teachers to revert back to "covering" standards versus going into depth on them. Specifically I have concerns about the connections strand. Each year kids make connects (text to text, text to self, text to world." No where do the standards articulate how making connections help them as a reader. It's fine to make connections but unless students understand how connections help them as a reader, the standard is useless. We end up with students who can regurgitate information. We're not cultivating thinkers, we're cultivating kids who believe there are right answers.	12/2/2015 1:42 PM
10	See above	12/2/2015 9:49 AM
11	I believe the standards to be rigorous.	12/1/2015 10:20 PM
12	We, as a State, will never be in the Top 10 by 20 if we focus on low-level dictionary skills, rather than rigorous standards. Many of these proposed "standards" are outdated. Cursive writing, dictionary skills, alphabetizing, etc. are not 21st century skills. While important, these are skills that the local schools should determine to what extent they will be covered. These are not rigorous standards.	12/1/2015 2:06 PM
13	Proposed standards are broken down into simpler tasks. Some may even be dumbed down too much.	12/1/2015 11:50 AM
14	Lacks rigor and critical thinking. The proposed standards indicate more of taking in information rather than critical thinking.	12/1/2015 8:47 AM
15	I am disappointed to see less emphasis on providing evidence from the text and specifically the 5th grade standard to quote evidence accurately from text to support an inference. I thought this addition was a definite improvement over the GLEs of the past and has led to reading instruction that creates more careful readers. I notice that evidence from text is mentioned in the 3rd grade substandard "b" in the Comprehension strand and then implied in 4th and 5th grade with more complex texts. 1. I think substandard b needs to be broken down as it addresses too much - asking questions, clarifying, locating facts, details, AND providing evidence. 2. I think the expectations for providing evidence needs to be more clearly emphasized and the progression more clearly spelled out for 4th and 5th grade. I think the expectations of the Common Core are better in this regard.	12/1/2015 12:29 AM
16	RL5.7- Analyze would be more grade appropriate as a verb used, it would be a better higher level verb choice.	11/30/2015 3:47 PM
17	Because preschool is not mandatory, some areas are difficult to keep all students engaged because not all Kindergarten students are on the same level. It is good to make them stretch their minds, but some things are very difficult for a K student (identifying forms of media or identifying technology used in media).	11/30/2015 3:22 PM
18	Leave in RI.3.1 as a standard for third grade	11/30/2015 3:10 PM
19	Dictionary skills is not a standard. This is not something we should be spending time on - this is a drill and kill topic and should not be a part of a standard! This is an outdated practice that will NOT prepare our students for the workplace and college - especially when the class of 2028 arrives there! We need forward thinkers developing our State's standards if we plan to be Top 10 by 20!	11/30/2015 2:26 PM
20	leave in RI.3.1	11/30/2015 2:23 PM
21	Mythology should be taken out of 5th grade.	11/30/2015 1:45 PM
22	5th R2 A.h Norse Mythology is unnecessary	11/30/2015 1:43 PM
23	see above suggestions	11/30/2015 1:43 PM
24	see above	11/30/2015 1:43 PM
25	see above suggestions	11/30/2015 1:43 PM
26	Some might be too rigorous	11/30/2015 1:43 PM
27	See above comments	11/30/2015 1:43 PM
28	See above	11/30/2015 1:42 PM
29	see above	11/30/2015 1:42 PM
30	Leave in RI.3.1	11/30/2015 1:28 PM
31	Leave in RI.3.1	11/30/2015 1:28 PM
32	rigorous: Yes	11/30/2015 1:11 PM
33	The expectations are much lower than the current standards.	11/30/2015 12:56 PM
34	Too rigorous given the number of standards we are expected to cover.	11/30/2015 12:50 PM
35		11/30/2015 11:04 AM

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36	Some standards have been removed from a grade level that were appropriate. Refer to previous comments.	11/30/2015 10:19 AM
37	The standards in this strand do not follow a coherent path as they seem to encompass all standards taught to date when the statement "continue to address earlier standards as needed..." is used.	11/30/2015 10:11 AM
38	The standards are not specific about how the teacher is to determine the students knowledge acquisition. On many standards, words like "demonstrate" and "distinguish" are not enough information to tell me if I am supposed to ask the student to verbalize or write.	11/30/2015 9:45 AM
39	In R1Bab-Vocabulary....How to discover the unfamiliar words? (cause/effect relationships, comparisons in text,) R1Be-seems more like a writing standard and I don't really see it fitting with at least the vocabulary section.	11/30/2015 9:42 AM
40	Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for grade levels.	11/30/2015 9:40 AM
41	Again, to vague to determine if the standards are appropriate and rigorous.	11/30/2015 9:38 AM
42	Please refer to comment #2	11/30/2015 9:30 AM
43	Besides the suggestions made above, the standards set a rigorous path of high expectations.	11/30/2015 9:28 AM
44	Standards are too vague.	11/30/2015 9:28 AM
45	Besides the suggestions above, they set a rigorous path of high expectations for students.	11/30/2015 9:27 AM
46	No. The expectations are much lower than the current standards. We want high expectations for MO students.	11/30/2015 9:27 AM
47	Some standards need to be taught at the grade before to build to the next grade and answer questions. Students can't answer the wh questions without first learning vocabulary..	11/30/2015 9:19 AM
48	What about preschool???	11/30/2015 9:12 AM
49	As stated above, too much is expected too young. Rigor has outpaced child development.	11/29/2015 7:32 PM
50	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:34 AM
51	R1C- 4th Grade-- Consider changing explaining connections to compare and contrast to better prepare for the analysis phase in 5th grade. R3C- Grades 3-4-- These sections are weak. We would like to see a stronger inclusion of the current RI standards (10 vs. 3) R2 A e--Grade3- Suggest rewording: compare and contrast story elements in fictional text. The proposed standard only addresses setting in traditional folk tales and myths. R3A c- Grade 5- To increase rigor, consider adding "from multiple sources." R3C a-- Grade 5- To increase rigor, consider broadening text type to include ALL non-fiction texts. (Identify devices used in non-fiction texts, including how an author presents major events.) R1B f--Grade 2-- Consider revision: locating words in a dictionary or glossary (both print and digital)	11/24/2015 2:58 PM
52	Almost like a checklist - I should teach the skill and then move on. If all of these standards were taught in elementary then why have middle school reading?	11/23/2015 11:12 AM
53	Not rigorous enough. Keep the MO Learning Standards (Common Core). The CCSS promote a common place for educators to collaborate over student learning and deconstruct the standards together. Teachers will be less effective if Missouri overhauls the standards, and will be asked to expect less from students than students are currently achieving. Don't waste everyone's time and money.	11/22/2015 9:47 PM
54	As a first grade educator, I feel many of the standards are not as rigorous as our current standards.	11/20/2015 3:30 PM
55	Needs to have continuity.	11/20/2015 12:14 PM
56	Text comparison of how different forms of text focusing on the same topic or theme vary.	11/20/2015 10:57 AM

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57	Often, standards have been added which are implied by current standards. The language of the proposed standards has neutered the strong work of the current standards.	11/20/2015 10:23 AM
58	These standards are FAR from rigorous.	11/19/2015 6:13 PM
59	I am highly concerned that there are not deep comprehension standards outlined. We are currently asking students to make connections across text with similar themes and ideas, as well as pulling on how these similar themes are represented differently. This is a current Missouri Learning Standards and it is powerful for both my 4th and 5th grade students. I am disappointed that this is missing and that the comprehension strand is so weak. This is the beef of reading and understanding. We can't just graze over this.	11/19/2015 5:14 PM
60	As a 2nd grade teacher, I do not feel these standards challenge students enough. The current Missouri Learning Standards are much more rigorous. It seems to me that we are taking a huge step backwards with these standards. 2nd grade students already know opposites. This is a skill that is taught in kindergarten. Fiction and Non-fiction text is also not in kindergarten NOT 2nd grade.	11/19/2015 5:06 PM
61	Making connections - steps backward! We've worked so hard to go so far beyond this level of thinking with our current standards. Just look at the verbs - LOW LEVEL. Again, our students are far more capable than this!	11/19/2015 4:58 PM
62	Asking for children to read a "developmentally appropriate text" is very vague. I am disappointed that the idea of theme is not highlighted more in the reading standards. This is such an important skill that students are capable of.	11/19/2015 4:50 PM
63	Standards require complete re-write. Majority of the standards are inappropriate. I'm pretty sure teaching connections for 6 years in a row is absolutely not considered rigorous.	11/19/2015 4:47 PM
64	Please bring back the Common Core for ALL standards! This has turned into a legislative battle instead of one that makes the most sense and is best for our students, state, and country.	11/18/2015 3:39 PM
65	Many of the verbs are DOK and need to reflect higher level thinking for 5th grade. R.3.A.5 - Read, infer, and draw conclusions to: a. apply information gained from text features to deepen comprehension of content.	11/18/2015 2:30 PM
66	I feel the CCSS did a much better job of this. It required us to teach differently and more importantly it require students to think and work differently.	11/17/2015 9:33 PM
67	This seems like a move backward. Back toward the previous GLEs and away from the CCSS which challenged us to do things differently and increase thinking and rigor is good ways.	11/17/2015 9:27 PM
68	*see above	11/17/2015 4:14 PM
69	They ARE NOT RIGOROUS ENOUGH!!!!!!!!!!!!!!	11/17/2015 3:57 PM
70	I feel like these proposed standards are not as rigorous as what we are currently teaching. Our current standards seem to better address the expectations on state testing, which can be at quite a high level for kids.	11/17/2015 9:04 AM
71	R1B 5th There was a higher level wording in the old standards which more accurately depicts what students should be able to do. They should be interpreting the meanings instead of identifying. This is true unless the purpose of making a lower level skill wording was to better align for the middle school and high school standards. R3A 5th b- This standard seems more applicable in 4th grade.	11/16/2015 4:37 PM
72	The expectations are much lower than the current standards.	11/16/2015 3:45 PM
73	The expectations are not high enough.	11/16/2015 2:39 PM
74	Not rigorous	11/16/2015 11:18 AM
75	THE EXPECTATIONS ARE MUCH LOWER THAN CURRENT STANDARDS. This is a disservice to our students and to the state of Missouri.	11/16/2015 10:46 AM
76	I like the level of rigor but there is a lot to cover in a 1st grade year. This would make it hard for the students to master everything.	11/13/2015 3:02 PM
77	There is a lot to cover with in these standards. Although some standards cover similar things it seems like too much to cover in one year. The expectation of using these features in the classroom with assistance for almost everything sounds like it will be difficult task for both the teacher and the students.	11/13/2015 3:02 PM
78	There are too many sub-standards for a teacher to cover in one year to mastery. Some of the standards seem a little too rigorous for first graders - using text features, identifying the main idea vs the main topic.	11/13/2015 2:59 PM
79	see adjustments from above	11/13/2015 2:30 PM
80	Too many changes.	11/13/2015 2:28 PM
81	See other comments.	11/13/2015 11:17 AM

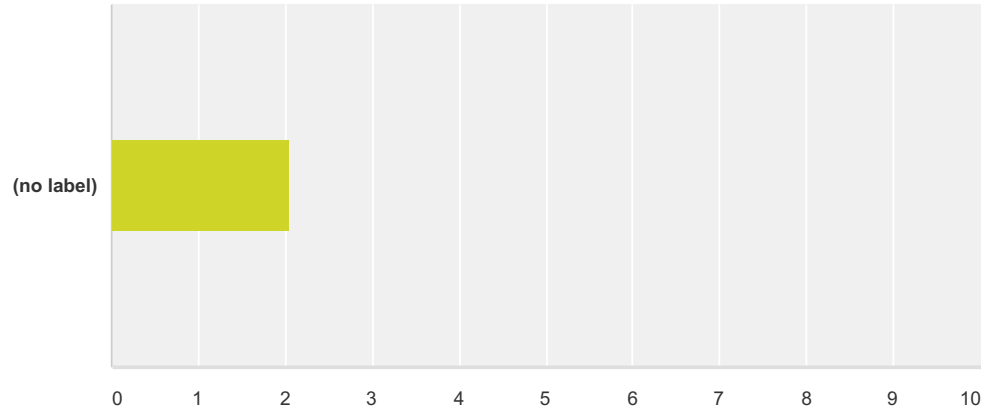
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82	R4 is bias for students of rural schools and communities. Technology is not as widely available. For them to be required to explain the positive and negative impacts of advertisement techniques, all the digital media that encompassing this standard will put them at a disadvantage.	11/13/2015 10:53 AM
83	The majority of the standards are a lower Bloom's Taxonomy level.	11/12/2015 11:32 AM
84	We need to be competitive with the rest of the nation and keep our rigor high.	11/12/2015 11:32 AM
85	Text-to-self in 4th and 5th grade...really? Cause and effect in 3rd grade and not in 4th? Informational Text is LACKING in these standards!!! Our students are not going to be prepared for college! Thinking about Bloom's Taxonomy and DOK levels, it appears our Missouri students are being taught at the lower levels.	11/12/2015 11:19 AM
86	Making connections: text to text and text to self are not rigorous at the 4th grade level, albeit text to world is. Why include it if it's something the child should already come to 4th and 5th grade knowing?	11/12/2015 11:11 AM
87	The issue of text complexity must be addressed in order to maintain the same rigor for all students.	11/12/2015 10:55 AM
88	Making connections can often be a silly, pointless standard. It would be more important to understand the events and lessons in stories.	11/11/2015 2:38 PM
89	Again rigor is great, but we will never get there, can't teach that many standards at a deeper level of understanding.	11/11/2015 7:45 AM
90	It seems that rigor has been removed and standards have been "dumbed down" to make it simpler. Students beyond 3rd grade will not be ready for the more rigorous standards proposed in middle and high school.	11/10/2015 10:51 AM
91	There is no rigor in any of the new standards presented. Students under the high school level not only see no rigor and some do not even have new skills enforced, but once they begin high school level courses with more rigor, they will not be prepared for the coursework or rigor presented.	11/10/2015 10:44 AM
92	More attainable than Common Core State Standards.	11/9/2015 11:24 AM
93	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:34 AM
94	Too many topics to cover thoroughly!	11/4/2015 7:38 AM

Reading

Q15 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

Answered: 241 Skipped: 535



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	40.66% 98	29.46% 71	13.69% 33	16.18% 39	241	2.05

#	Suggested revisions for standards:	Date
1	Several standards are not measurable or are difficult to measure given the lack of clear description.	12/2/2015 11:33 PM
2	R3 B b- Grade 4-Difficult to assess, as is. This standard appears extremely specific. Consider adding RI.4 from current standards to address to texts on the same topic.	12/2/2015 5:59 PM
3	Yes, they can be assessed.	12/2/2015 4:18 PM
4	One is rigorous enough.	12/2/2015 4:16 PM
5	As a group of 5 second grade teachers we suggest: Omit foreshadowing in text-features (reading 1Aa). Omit idioms in vocabulary (reading 1Bg). Omit 2Bb. Omit digital media and literacy (4a,b,c) We believe this is middle school work, we also do not have access to computers for our students to use for classroom work.	12/2/2015 4:10 PM
6	2c grade 1 drama	12/2/2015 3:53 PM
7	R3B1-difficult to assess with assistance	12/2/2015 3:27 PM
8	There are some assessments issues, but many could be assessed. The problem is that they are so inferior to our existing standards.	12/2/2015 3:26 PM
9	Standards can be assessed but there are so many of them, I have concerns we will go back to a moving target for our state assessment. There is no way to assess all standards on a single assessment. It would be too long for students at the elementary level.	12/2/2015 1:42 PM
10	See above	12/2/2015 9:49 AM
11	Yes, the standards can be assessed in the classroom, but is that all we are going to do is assess and reassess students. When using standards based grading, the standards need to be simplified so we can accomplish this task.	12/1/2015 10:20 PM
12	Describe or list the types of digital and/or media that should be used.	12/1/2015 2:26 PM
13	Describe or list the types of digital and/or media that should be used.	12/1/2015 2:26 PM
14	Describe or list the types of digital and/or media that should be used.	12/1/2015 2:26 PM

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15	What do the words "appropriate", "legible" and "recognize" mean and how can they be measured? Standards are being replaced with numerous skills. Many new standards are lower level skills with no rigor. The proposed standards include a lot of "identify" rather than the higher level of the current standard which uses "determine" or "describe". This is a higher level than simply identifying. How will write "legibly" be assessed? This is a skill and not a standard. This is a local decision.	12/1/2015 2:06 PM
16	Proposed standards are broken down into simpler tasks. Some may even be dumbed down too much.	12/1/2015 11:50 AM
17	Yes, they can be assessed, but at what rigorous level?	12/1/2015 8:47 AM
18	It is too much. Just in Reading, 5th grade is responsible for 49 sub standards. Sure, some won't take too long to cover and some will be ongoing routines like independent reading. Most however will take weeks, if not entire units. We have 36 weeks. I do not think this is realistic or appropriate. Is it realistic to expect the state assessment to reliably assess 49 substandards? Will we be given data down to the substandard level? If not, state assessment data will not be detailed enough to give schools and teachers the information needed to address student needs. And if the standards and tests don't help us address the needs of individual students in our classroom, what purpose do they serve? Currently, the Common Core has 20 Reading standards. The proposed standards and their progression are more clearly laid out, but sometimes breaking it down into these discrete pieces overwhelms and undermines the learning in the classroom. This will lead to the inch deep, mile wide, chopped up Reading instruction the CC was trying to alleviate. Furthermore, these standards are very different from the Common Core. There is nothing wrong with this per se, but districts have just spent massive amounts of money, time, and training investing in curriculum addressing CC standards. Much of that curriculum will not be able to be aligned (easily or authentically) to these standards. Additionally, Missouri will be at a disadvantage in the market for quality educational materials as our standards will be structured so differently than those of most of the country. The consequence of this is that classroom teachers will be responsible for developing curriculum to address these standards on their own dime and their own time. Then they will be "held accountable" for the results.	12/1/2015 12:29 AM
19	Mythology in upper grades.	11/30/2015 1:45 PM
20	see above suggestions	11/30/2015 1:43 PM
21	see above suggestions	11/30/2015 1:43 PM
22	See above	11/30/2015 1:43 PM
23	See above suggestions	11/30/2015 1:42 PM
24	Leave in RI.3.1	11/30/2015 1:16 PM
25	assessed in the classroom and/or on state assessments: Yes	11/30/2015 1:11 PM
26	Several of the standards are not measurable or difficult to measure given the lack of clear description.	11/30/2015 12:56 PM
27	The large number of standards would make assessment a very time-consuming task that would lead to a decrease in instructional time.	11/30/2015 12:50 PM
28	They can be assessed and will be acceptable after revision.	11/30/2015 10:19 AM
29	The majority of the standards in this strand can be assessed in the classroom and/ or on a state assessment when those standards are identified. At this point, the standards seem to include everything from K-5th grade and it is not possible nor feasible to teach or assess all reading skills.	11/30/2015 10:11 AM
30	This is very feasible if all early education classrooms have assistance during the day. A highly qualified teachers aide, would be of great assistance identifying the individual students strengths, struggle or weakness. Reading sets the foundation for a child's success. The more assistance provided the stronger the student will become!	11/30/2015 9:45 AM
31	More specific ways to assess would be beneficial.	11/30/2015 9:45 AM
32	The standards will be hard to assess when you don't know what specifically you are asking. These standards are way to vague and I wouldn't know what you would even assess on. These standards need to be more specific in a lot of the areas.	11/30/2015 9:42 AM
33	The number of standards has increased which will encourage drill and kill instruction and allow little time for digging deeper to analyze and think critically about text. Teachers must help students develop the strategies needed to comprehend and analyze text.	11/30/2015 9:40 AM
34	To vague to determine if these can be assessed in the classroom or not. How will they be assessed? When it says identify, what specifically to do you want the kids to do?	11/30/2015 9:38 AM
35	Yes, according to the stated question: key word "majority"	11/30/2015 9:30 AM
36	Who is responsible for standards reflecting use of technology? Classroom teacher? Computer skills teacher?	11/30/2015 9:28 AM

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37	Who is responsible for standards reflecting use of technology?	11/30/2015 9:27 AM
38	Several standards are not measurable and lack clear description.	11/30/2015 9:27 AM
39	How is it assessed on a state assessment?	11/30/2015 9:12 AM
40	It is impossible for a teacher to assess all of these standards for every child. There are too many and we stress ourselves and our kids out with so much assessing. We spend more time assessing and documenting than actually teaching!	11/29/2015 7:32 PM
41	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:34 AM
42	R3 B b- Grade 4-Difficult to assess, as is. This standard appears extremely specific. Consider adding RI.4 from current standards to address to texts on the same topic.	11/24/2015 2:58 PM
43	Poetry: 2.B.3.b- "identify basic forms of poetry". Please be more specific with examples. Vocabulary: 1.B.4.a- We need specific examples, or better yet, a list of the Greek and Latin roots to be taught and assessed.	11/23/2015 10:28 AM
44	Again, we already have existing resources to assess the MO Learning Standards (Common Core). Publishing companies have aligned their question test banks to the CCSS. If we adopt new standards, we would also have to adopt a new assessment. Who would write this? Where would we get the test bank items? How would we know they are actually assessing what we want to assess, and at what level? How could we compare our Missouri scores to other states, when we don't have common standards to begin with? If you really want to measure apples to apples, keep the common core, and we can truly see how our Missouri students perform and rank as compared to other states with the SAME standards!	11/22/2015 9:47 PM
45	Our Missouri state assessment is NOT aligned to the CCSS and we need to make sure our curriculum matches our high stakes assessments we are giving. Our standards need to be more technology driven since our state assessment is digital. Digital Literacy needs to be a strong component of our core strands. No where in the standards are text dependent questions and that is what the whole assessment is composed of.	11/20/2015 10:31 AM
46	There is clear evidence that our current standards work. I feel we have caved to a minority group who has no real stake in our public schools and clearly has no understanding of the current standards. Many statements made about the current standards are inaccurate and demonstrate not only a lack of understanding, but clear evidence the standards have not been read.	11/20/2015 10:23 AM
47	These could be assessed in the first quarter of the school year and you would not have to ever assess students again due to the lack of rigor. Students would meet these standards immediately... and then what would be taught?	11/19/2015 6:13 PM
48	Sadly, a lot of these standards can be assessed in a multiple choice test. However, a child is much more than a multiple choice test. These do not highlight the rigor of deep thinking that readers are currently doing with the current CCSS.	11/19/2015 4:50 PM
49	Sure, you can assess these standards with worksheets and rote memorization because that will definitely prepare them for college and career.	11/19/2015 4:47 PM
50	Please bring back the Common Core for ALL standards! This has turned into a legislative battle instead of one that makes the most sense and is best for our students, state, and country.	11/18/2015 3:39 PM
51	2.A.5.f- how do you assess "recognizing foreshadowing"? Recognition isn't an assessment. It could be "identify - or demonstrate" Also, how do students "introduce"? The teacher would introduce a topic, if we need to assess them, introducing wouldn't be an assessment. 2.A.5.i. I feel like this belongs to writing - otherwise they could identify different forms of 3rd-person POV in stories. 2.B.5. -ALL: Poetry isn't assessed based on a creative standpoint, it's all about identifying the information. The simplest DOK.	11/18/2015 2:30 PM
52	There are many that need to be clarified and then explained why they are in multiple places.	11/17/2015 9:27 PM

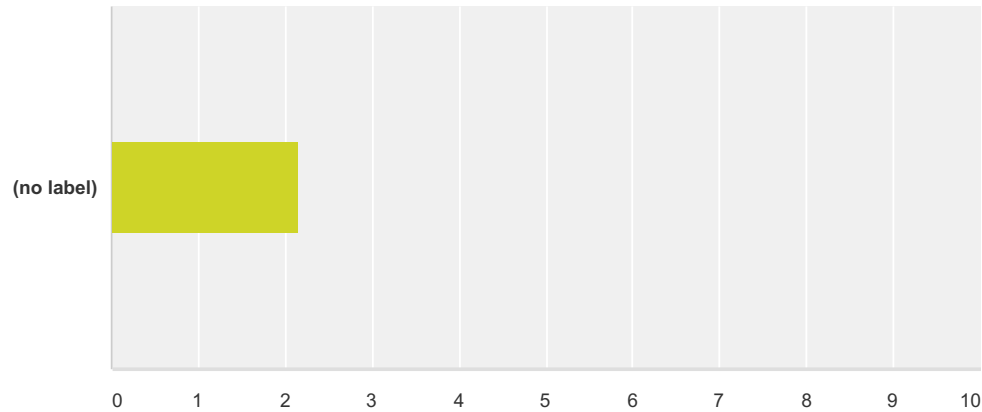
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53	*see above	11/17/2015 4:14 PM
54	If several standards are left to interpretation, how can I accurately measure student learning?	11/16/2015 3:45 PM
55	Many of the standards are not measurable because the description of the standard is vague.	11/16/2015 2:39 PM
56	standards are not measurable	11/16/2015 11:18 AM
57	Standards are not measurable and difficult to measure due to the lack of a clear description.	11/16/2015 10:46 AM
58	There are so many standards under each strand that it would be hard for the students to master all the strands (and each part of the sub strand/standard within that strand).	11/13/2015 3:02 PM
59	Again it is unclear what a student will need to know on an independent level. If everything is with assistance then it will be hard to test what a student knows.	11/13/2015 3:02 PM
60	How do I know which standards need to be assessed if most of them say with assistance in the First Grade section. There are too many standards to be assessed if we are to assess all of these sub-standards.	11/13/2015 2:59 PM
61	Once again, I feel like this is a lot to assess. I would like to see priority targets bolded that denote what we should assess.	11/13/2015 2:30 PM
62	Informal assessments, checklists, ok. Written/computerized assessments for first grade-NO!!!!	11/13/2015 2:28 PM
63	Yes, I feel they can be if they are truly left at the grade level appropriate level and not expected to know more than their current grade level.	11/13/2015 11:05 AM
64	Most anything can be assessed. The bigger question is are we keeping our Missouri students competitive with the rest of the country...particularly the EAST. I don't want my children to have only the knowledge that the average Missourian knows.	11/12/2015 11:19 AM
65	There is a huge disconnect between class assessments and state assessment. YOU may want to work on this one. Your one assessment does not come close to measuring what a student knows. Why, because you only administer it in one way, written or typed. Students are not robots, each is different and they learn differently.	11/11/2015 7:45 AM
66	While the proposed standards can be assessed, none require critical thinking skills to be addressed. Asking students to recall concepts and information without evidence to support their thinking and ideas will not prepare them for real world situations.	11/10/2015 10:51 AM
67	None of the standards require application of critical thinking skills. Recalling concepts and skills without applying new skills will not prepare students for real world situations or prepare students for college or future careers. While the standards can be assessed, they are not applicable or relevant to students' lives.	11/10/2015 10:44 AM
68	I feel that the section over Digital and Media Literacy is not reasonable in the ELA classroom for all districts. It would be better served as a standard for Technology teachers.	11/9/2015 4:36 PM
69	There are too many standards per grade level in the proposed ELA K-5 standards. It would be impossible to assess all the standards, and will therefore lead to confusion as to which standards should be prioritized and which ones should not.	11/6/2015 10:34 AM
70	What idioms should students know and understand?	11/2/2015 10:55 AM

Reading

Q16 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 246 Skipped: 530



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	37.80% 93	27.64% 68	17.48% 43	17.07% 42	246	2.14

#	Suggested revisions for standards:	Date
1	The organization of the document is very confusing and doesn't show how the skills and strategies can be used in different genres. The "strands" seem very separate and almost like a teacher would need to teach skills in isolation. Many of the vocabulary standards appear to be taught in isolation. Very difficult to see or understand how to incorporate a balance of genres, fiction vs. nonfiction, volume, etc.	12/2/2015 11:33 PM
2	R3 B b- Grade 4-Difficult to assess, as is. This standard appears extremely specific. Consider adding RI.4 from current standards to address to texts on the same topic. 5. Easy to understand R2A c-- K and Grade 1-- sensory details-- Consider adding examples for clarity. R4- typo- "it's" should be "its"-- no apostrophe necessary--Grades 2, 3, 4, 5 R3B d--Grade 3-- Consider adding examples to aide understanding	12/2/2015 5:59 PM
3	Too many! Skills rather than concepts.	12/2/2015 5:13 PM
4	Absolutely not. These standards are not understandable to educators and if they cannot be comprehended by educators, how could we expect a parent to understand them.	12/2/2015 4:19 PM
5	No, it is not understandable for parents and other stakeholders.	12/2/2015 4:18 PM
6	Identify differences is legends and myths.	12/2/2015 4:16 PM
7	R3B1-clarify-difficult for educators to understand, may be interpreted differently by different educators	12/2/2015 3:27 PM
8	Expectations are too low.	12/2/2015 3:26 PM
9	They are very clear but because they are so specific they have grown in number. I have strong concerns about this. Please keep the current MO Learning Standards.	12/2/2015 1:42 PM
10	More detail for the media sections would be helpful, given that it's relatively new to educators.	12/1/2015 10:38 PM
11	Standard R3B Kdg needs to be more specific. Define sensory details and why it is important.	12/1/2015 8:33 PM
12	- need a lot of clarification - verbage needs to be consistent	12/1/2015 2:26 PM

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13	- need a lot of clarification - verbage needs to be consistent	12/1/2015 2:26 PM
14	- need a lot of clarification - verbage needs to be consistent	12/1/2015 2:26 PM
15	Proposed standards are broken down into simpler tasks. Some may even be dumbed down too much.	12/1/2015 11:50 AM
16	R45 = 'Read' does not apply to what is being asked of the student. 'Analyze' fits the tasks being asked of the student in this standard better than simply 'Read'.	11/30/2015 3:47 PM
17	The wording is not always parent friendly.	11/30/2015 3:22 PM
18	5th 2 C. 5 What does critical impact of sensory details mean? 5th R 4 Not developmentally ready (is this talking about propaganda specifically or all media?	11/30/2015 1:43 PM
19	R2C 5th c. "Evaluating the critical impact of sensory details, imagery, and figurative language" seems too vague and abstract. Perhaps "Evaluating the impact of figurative language on the mood of the text" would be more age appropriate.	11/30/2015 1:43 PM
20	R2C 5th c. "Evaluating the critical impact of sensory details, imagery, and figurative language" seems to vague and abstract. Perhaps "Evaluating the impact of Figurative language on the mood would be more age appropriate.	11/30/2015 1:43 PM
21	R2C 5th c: "Evaluating the critical impact of sensory details, imagery, and figurative language" seems too vague and abstract. Perhaps "Evaluating the impact of figurative language on the mood of the text" would be more age appropriate	11/30/2015 1:43 PM
22	R2C 5th c. Evaluating the critical impact of sensory details, imagery, and figurative language seems too vague and not age appropriate.	11/30/2015 1:43 PM
23	See above	11/30/2015 1:43 PM
24	R2C 5th c. - What does evaluate the critical impact of sensory details mean? Is it just looking at the impact of the mood? Seems too vague and abstract. Perhaps "evaluating the impact of figurative language on the mood of the text" would be more age appropriate.	11/30/2015 1:42 PM
25	. R2C 5th c. "Evaluating the critical impact of sensory details,imagery, and figurative language" seems too vague and abstract. Perhaps "Evaluating the impact of figurative language on the mood of the text"	11/30/2015 1:42 PM
26	R2C 5th c. - "Evaluating the critical impact of sensory details, imagery, and figurative language seems to vague and abstract.	11/30/2015 1:42 PM
27	R2C 5th; c- What does this boil down to?	11/30/2015 1:38 PM
28	1Da 1st Grade: "developmentally" is misspelled.	11/30/2015 1:36 PM
29	understandable to educators: Yes	11/30/2015 1:11 PM
30	The organization of the document is very confusing and doesn't show how the skills and strategies can be used in different genres. The "strands" seem very separate and almost like a teacher would need to teach skills in isolation. Many of the vocabulary standards appear to be taught in isolation. Very difficult to see or understand how to incorporate a balance of genres, fiction vs. nonfiction, volume, etc.	11/30/2015 12:56 PM
31	3B -- What is meant by sensory details? It's not clear.	11/30/2015 10:56 AM
32	Not understandable: "continue to address earlier standards as needed and as applies to more difficult texts." R1B4th-e: idioms are figurative language (listed as 2 different things); need to specify what types of figurative language need to be taught (similies, metaphors, hyperbole, personification, idioms) R3A4th-a: a topic and concluding sentence is not a text feature Needs to be common and consistent terminology across all standards	11/30/2015 10:19 AM
33	In order for the standards in this strand to be understandable, broad statements need to be deleted such as "continue to address earlier standards as needed....). R1B 5th Develop an understanding of vocabulary by: a-f The translation of common core to the standards did not mess well. It is very hard to follow and unclear if all skills are included. It is important to include the term "figurative language" in this strand. It is also important to include homographs. Not sure Greek affixes are appropriate for 5th grade? It is important to define terminology. Are we saying nonfiction and informational test and fiction and literature?	11/30/2015 10:11 AM
34	Language could be understandable to educators,however, when you are teaching in a low income Title I school we need to have a way to be specific with parents,who are basically at an an 8th grade education level. A brief conference is unacceptable, to explain what we expect of their child.	11/30/2015 9:45 AM
35	As mentioned before, standards are too vague to the educator and would most certainly be confusing/too vague to a parent.	11/30/2015 9:45 AM

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36	Please give an academic vocabulary page like that has been given before for words in the standards you think the teachers may have conflicting ideas on. We as teachers should be on the same page. We may interpret some of these standards differently because they are so vague. R2C-What does it mean original text and dramatic adaptation? Give examples R3Cbcd-What does that even mean? We need it to be more specific and give examples. If I don't understand it, then my kids aren't going to understand it. (The wording is confusing in all of these.)	11/30/2015 9:42 AM
37	To vague to understand much less explain to parents. I cant tell parents that the students need to discuss an item when I do not understand how they are to "discuss" an item.	11/30/2015 9:38 AM
38	A glossary of terms should be provided	11/30/2015 9:30 AM
39	List of terminology needs to be included. The terminology is not clear.	11/30/2015 9:28 AM
40	Does not show how the skills and strategies can be used in different genres. The strands are separate and the teacher would almost need to teach skills in isolation. Many vocabulary standards appear to be taught in isolation. It is very difficult to understand the balance in fiction/nonfiction.	11/30/2015 9:27 AM
41	How do these relate to special education?	11/30/2015 9:19 AM
42	IF teachers do not understand why they are teaching the standard, how are parents going to understand?	11/30/2015 9:12 AM
43	There were a few that still need clarification, but overall they are better. R3Bd seems ambiguous.	11/30/2015 8:26 AM
44	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:34 AM
45	R2A c-- K and Grade 1-- sensory details-- Consider adding examples for clarity. R4- typo- "it's" should be "its"-- no apostrophe necessary--Grades 2, 3, 4, 5 R3B d--Grade 3-- Consider adding examples to aide understanding	11/24/2015 2:58 PM
46	Educators understand the standards our state and nation has already adopted. They will have to work to RE-LEARN new standards, that are not as challenging for students. Which means, the teachers will be less effective during that shift/change. Meaning, the students would suffer, not only due to the lack of rigor, but also to the learning curve their teacher is on. Teachers would not have as much support when looking for resources online and nationally because their standards wouldn't align to ANYONE ELSEs.	11/22/2015 9:47 PM
47	Some are very difficult for parents to understand. We had to reword them for our grade cards.	11/20/2015 12:14 PM
48	CCSS are very wordy and confusing to parents and stakeholders. Condense to fewer standards.	11/20/2015 10:31 AM
49	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:23 AM
50	I would be INCREDIBLY embarrassed to tell a parent that this is my expectation for their child.	11/19/2015 6:13 PM
51	They are surface level.	11/19/2015 5:14 PM
52	It's not that the standards aren't understandable, I feel as if even my third grade students could easily understand them. The bigger problem is that it's too easy.	11/19/2015 4:47 PM
53	I do not think we need a standard to tell a teacher to have students reading at an appropriate grade level. Most teachers know and understand reading fluency and comprehension.	11/19/2015 10:07 AM
54	Need more teacher direction about the developmental stages of learners and the time needed to master information	11/18/2015 5:46 PM
55	Please bring back the Common Core for ALL standards! This has turned into a legislative battle instead of one that makes the most sense and is best for our students, state, and country.	11/18/2015 3:39 PM
56	I think there are some problems with this.	11/17/2015 9:33 PM
57	Some do need further explanation or examples.	11/17/2015 9:27 PM

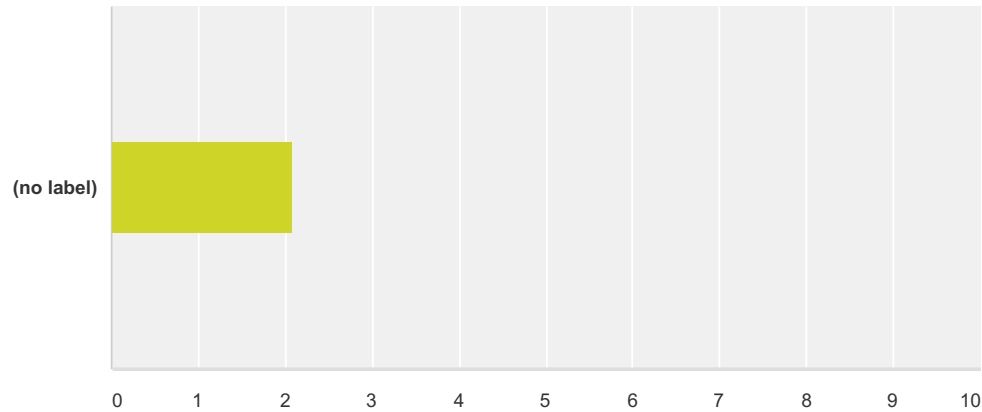
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58	*see above	11/17/2015 4:14 PM
59	R1A a. The text features that are listed are missing several text features commonly taught. It also has foreshadowing listed as a text feature which is craft not a text feature.	11/16/2015 4:37 PM
60	Are we expected to teach skills in isolation? The strands (including vocabulary standards) seem to be taught in isolation. Also, how do I help my students become proficient readers if the document does not clearly incorporate a balance of fiction and nonfiction?	11/16/2015 3:45 PM
61	The document should show how the skills and strategies can be used in different genres.	11/16/2015 2:39 PM
62	very confusing to follow Is vocabulary taught in isolation?	11/16/2015 11:18 AM
63	Organization of the document is very confusing. Strand are disconnected from one another (we ask teachers not to skills in isolation yet this is exactly how they were written??). It's very difficult to understand how a teacher would incorporate a balance of genres, fiction vs. non-fiction, etc....	11/16/2015 10:46 AM
64	Again it is unclear what a student will need to know on an independent level. If everything is with assistance then it will be hard to test what a student knows.	11/13/2015 3:02 PM
65	It would be nice to see a document that has examples of each standard and sub-standard so we can create practice and assessment items that are comparable between districts.	11/13/2015 2:59 PM
66	Nitpicky!	11/13/2015 2:28 PM
67	The poetry standard in first grade is not clear.	11/13/2015 2:05 PM
68	Poetry standard in 1st grade is unclear.	11/13/2015 2:05 PM
69	As the wording of the standards have improved, I feel the parents may still be confused as they don't see these on a daily basis or understand the concept as a whole.	11/13/2015 11:05 AM
70	I think the newly revised standards for the most part are easier to read and understand for educators but may still be confusing for parent and stakeholders.	11/13/2015 11:05 AM
71	Although I appreciate the terminology has been created to be more specific, the words used could be a little more parent friendly and used in a way that parents are able to understand what is expected for their students.	11/13/2015 10:59 AM
72	I could use clarification on R.2.A.3.f (identify differences between fables, folk tales, legends, and myths). I'm hoping that means comparing different stories from each of those genres, and not trying to define the differences between these genres themselves. The similarity in these four genres would make such comparison developmentally inappropriate for third grade.	11/12/2015 10:25 PM
73	I do like that I do not have to read into the standards. They explain the standards well.	11/12/2015 11:32 AM
74	Common language between the grade levels is not found.	11/12/2015 11:32 AM
75	It appears as though each grade level committee chose how they wanted to write the standard and they didn't converse with others to make it flow.	11/12/2015 11:19 AM
76	Clarification is needed about the text complexity at each level.	11/12/2015 10:55 AM
77	As an educator, these standards are TOO simple. Having to explain standards to parents is part of education. I do not necessarily understand every process in place at Walmart, but I can still shop there! Parents must place some trust in educators that we know what the standards mean and are preparing their students accordingly, even if they are sometimes confused by a standard or expectation.	11/10/2015 10:51 AM
78	These standards are too watered down. There will be no accountability to which teachers can be held. It is feared that teachers will be lazy and careless in their teaching and grading.	11/10/2015 10:44 AM
79	Extremely user friendly and appropriate.	11/9/2015 11:24 AM
80	The proposed ELA K-5 standards do not make the distinctions between particular learning standards in various grade levels very clear. In many cases, the exact same standard is repeated across all grade levels, making it confusing as to what type of learning progression should occur there and when mastery of the standard is expected.	11/6/2015 10:34 AM

Reading

Q17 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 243 Skipped: 533



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	43.21% 105	24.69% 60	12.35% 30	19.75% 48	243	2.09

#	Suggested revisions for standards:	Date
1	That depends on one's definition of CCR. The proposed reading standards will not provide students with opportunities they need to think critically about the text they are reading. In addition, drilling and killing reading skills will not promote a love of reading for the students.	12/2/2015 11:33 PM
2	R3C- Grades 3-4-- These sections are weak. We would like to see a stronger inclusion of the current RI standards (10 vs. 3) R2 A e--Grade3- Suggest rewording: compare and contrast story elements in fictional text. The proposed standard only addresses setting in traditional folk tales and myths. R3A c- Grade 5- To increase rigor, consider adding "from multiple sources." R1B f--Grade 2-- Consider revision: locating words in a dictionary or glossary (both print and digital)	12/2/2015 5:59 PM
3	Introduce the other two concepts in future grade levels.	12/2/2015 4:18 PM
4	Identify differences in legends and myths.	12/2/2015 4:16 PM
5	Absolutely not.	12/2/2015 3:26 PM
6	These standards feel very contrived. In an attempt to provide lots of specificity the proposed standards have brought back what feels like traditional teaching. These proposed standards do not elicit deep thinking and problem solving. Standards should reflect developing thinkers versus students who are search of a right answer. The standards should also allow for using skills and strategies flexibly for a variety of purposes and be integrated across subject areas.	12/2/2015 1:42 PM
7	See above	12/2/2015 9:49 AM
8	Standard R4 Kdg a. seems to be outdated in a world of technology	12/1/2015 8:33 PM
9	Lacks progression	12/1/2015 3:35 PM
10	see above at rigor	12/1/2015 2:06 PM
11	Proposed standards are broken down into simpler tasks. Some may even be dumbed down too much.	12/1/2015 11:50 AM
12	The proposed standards do not make the student think critically!!	12/1/2015 8:47 AM

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13	No, some of the recommended literature is outdated. It feels like a step backward.	11/30/2015 5:28 PM
14	Dictionary skills is not a standard. This is not something we should be spending time on - this is a drill and kill topic and should not be a part of a standard! This is an outdated practice that will NOT prepare our students for the workplace and college - especially when the class of 2028 arrives there! We need forward thinkers developing our State's standards if we plan to be Top 10 by 20!	11/30/2015 2:26 PM
15	see above	11/30/2015 1:43 PM
16	see above suggestions	11/30/2015 1:43 PM
17	See above suggestions	11/30/2015 1:42 PM
18	Standard 1Bg in 3rd Grade, add, "(printed or electronic)" Standard 1Be in 4th Grade, add, "(printed or electronic)" Standard 4 - add standards to include digital citizenship: https://www.commonssensemedia.org/educators/scope-and-sequence	11/30/2015 1:36 PM
19	college and career readiness:Yes	11/30/2015 1:11 PM
20	I do not feel these proposed reading standards will provide our students the opportunities they need to think critically about the text they are reading. IN addition drilling and killing reading skills will not promote a love of reading for our students.	11/30/2015 12:56 PM
21	Standards are acceptable, after the above mentioned revisions are completed.	11/30/2015 10:19 AM
22	R1D 5th Read independently for sustained periods of time by: a-b The standard doesn't cover what common core stated. What about all the genres?	11/30/2015 10:11 AM
23	Well, I don't feel like the expectation in some areas is very high. It would really help if the standards were more specific.	11/30/2015 9:42 AM
24	Too vague, see previous comments.	11/30/2015 9:38 AM
25	Standards are lower. Students need to think critically about their reading.	11/30/2015 9:27 AM
26	drama and poetry need to be throughout the grades, not just earlier grades.	11/30/2015 9:19 AM
27	More vocabulary and preparation for the world.	11/30/2015 9:12 AM
28	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:34 AM
29	R3C- Grades 3-4-- These sections are weak. We would like to see a stronger inclusion of the current RI standards (10 vs. 3) R2 A e--Grade3- Suggest rewording: compare and contrast story elements in fictional text. The proposed standard only addresses setting in traditional folk tales and myths. R3A c- Grade 5- To increase rigor, consider adding "from multiple sources." R1B f--Grade 2-- Consider revision: locating words in a dictionary or glossary (both print and digital)	11/24/2015 2:58 PM
30	No. No. No. If we want students to be college and career ready, stay with what we have currently- the MO Learning Standards (CCSS) are more rigorous than what is being proposed.	11/22/2015 9:47 PM
31	Again, these standards are not aligned with standards that will be implemented during the students' actual graduation years.	11/20/2015 1:03 PM
32	There might need to be clear expectation for reading levels and amount of fiction vs. nonfiction.	11/20/2015 10:57 AM
33	Embed digital literacy into ELA standards. Do not make it a stand alone standard	11/20/2015 10:31 AM
34	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:23 AM

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35	No. These standards would not prepare students for college or their career. I think that if a college saw the student was applying from Missouri and had been given these expectations they would hesitate to accept that applicant. I would be embarrassed to teach in a district that had these standards as their expectation for a child.	11/19/2015 6:13 PM
36	Comprehension is key in tackling new information, and showing soft skills.	11/19/2015 5:14 PM
37	Just look at the verbs - LOW LEVEL!	11/19/2015 4:58 PM
38	NO, these standards are a huge step back! A lot of these standards are rote memorization skills that will have no impact on 21st Century learning.	11/19/2015 4:57 PM
39	See comment about assessments above. If students are still expected to be making text to self connections in 5th grade, there is no way they are doing the level of thinking that is expected for college and/or career.	11/19/2015 4:50 PM
40	Students WILL NOT be prepared for college or careers if these standards are used. Our students will experience frustration and failure if we use these standards. A better option is the current Missouri Learning Standards.	11/19/2015 4:47 PM
41	While I understand we are growing learners from kindergarten up, I feel that digital and media literacy should be addressed at the secondary level.	11/19/2015 10:07 AM
42	Please bring back the Common Core for ALL standards! This has turned into a legislative battle instead of one that makes the most sense and is best for our students, state, and country.	11/18/2015 3:39 PM
43	The vertical alignment and the work put forth in the CCSS was much more effective at this.	11/17/2015 9:33 PM
44	I feel that the CCSS did a much better job of vertical alignment toward that goal.	11/17/2015 9:27 PM
45	*see above	11/17/2015 4:14 PM
46	Since most standards are left for interpretation and presented in such a way that skills will be taught in isolation, I do not think students will be college and career ready. If I follow the suggested standards, how will my students think critically about the text? How will I promote life-long readers?	11/16/2015 3:45 PM
47	Standards do not give students the opportunity to think critically about a text.	11/16/2015 2:39 PM
48	Why Drill?	11/16/2015 11:18 AM
49	These standards, as written, will not prepare our elementary students they need to think critically about text that is mandatory in order to be college and career ready.	11/16/2015 10:46 AM
50	Yes but there are many strands that say with assistance. It is hard to know what a student will know independently.	11/13/2015 3:02 PM
51	See above	11/13/2015 3:02 PM
52	I feel like sometimes we are forced to cover a lot of info instead of going deeper.	11/13/2015 2:30 PM
53	Alphabetizing may not be worth our valuable instructional time, given recent advances in technology. Revise dictionary standard (R1.B.3.g) to read: "using a dictionary (electronic and traditional) or a glossary to determine the meanings, syllabifications, and pronunciation of unknown words" I like the media standards! By 5th grade, students should begin thinking critically about the reliability of their sources of information, particularly online sources. Perhaps a standard asking students to pick out the site most likely to be relevant and reliable from a list of available sources generated by a search engine.	11/12/2015 10:25 PM
54	We are not preparing our students for college if we are teaching 2nd grade skills in fourth grade. The standards are very basic. No higher thinking.	11/12/2015 11:32 AM
55	There is no NON-FICTION and this is imperative to be college/career ready.	11/12/2015 11:32 AM
56	Informational text???	11/12/2015 11:19 AM
57	Again, text complexity must be specified to prepare students.	11/12/2015 10:55 AM
58	College and career readiness is not the immediate goal in first grade. I really wish this was stated differently.	11/11/2015 2:38 PM
59	No way, too many.	11/11/2015 7:45 AM
60	These standards to not prepare students for college/career readiness at graduation. The previous standards required critical and increased levels of thinking. They required students to develop a rational thought process with evidence and support. In the new standards, all of the the "thought" feels removed so the only important thing is if they can memorize basic information.	11/10/2015 10:51 AM
61	The standards in this strand do not have enough rigor necessary for a student to reach college and career readiness. Students will not have the opportunity to apply their skills to real world situations. After third grade standards, there are holes. There are no new skills presented in the fourth and fifth grade standards, and reinforcement of previously learned skills is not enough rigor to prepare students for college and future careers.	11/10/2015 10:44 AM

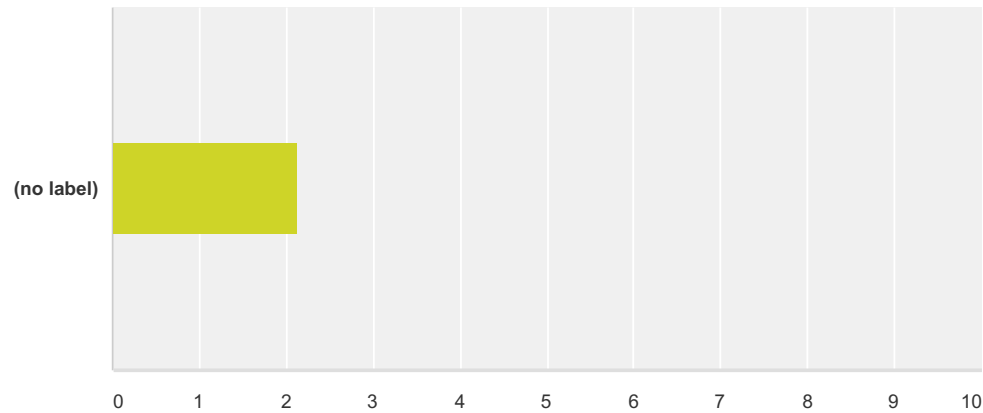
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62	Yes for example the objective, "legible writing". A must to be ready for college and life.	11/9/2015 11:24 AM
63	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:34 AM

Q18 The standards in this strand are accurate and encompass the breadth of the content.

Reading

Answered: 240 Skipped: 536



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	39.17% 94	28.75% 69	12.92% 31	19.17% 46	240	2.12

#	Suggested revisions for standards:	Date
1	These standards seem to "cover" many reading skills, but again, they are in isolation. More importantly these standards lack the depth of the previous standards which allow our students to think critically of text. This document also increases the number of standards for our grade levels.	12/2/2015 11:33 PM
2	Again, too many and too much DOK Level 1 language.	12/2/2015 5:13 PM
3	There are some areas that are too close in similarity to be beneficial in the third grade classroom.	12/2/2015 4:18 PM
4	Identify differences in legends and myths.	12/2/2015 4:16 PM
5	As a group of 5 second grade teachers we suggest: Omit foreshadowing in text-features (reading 1Aa). Omit idioms in vocabulary (reading 1Bg). Omit 2Bb. Omit digital media and literacy (4a,b,c) We believe this is middle school work, we also do not have access to computers for our students to use for classroom work.	12/2/2015 4:10 PM
6	Proposed standards are at a higher DOK level than appropriate for a first grade student.	12/2/2015 3:27 PM
7	They don't go deep enough to properly educate the students.	12/2/2015 3:26 PM
8	Standards encompass too much. They are too specific in many instances.	12/2/2015 1:42 PM
9	See above	12/2/2015 9:49 AM
10	Lacks progression	12/1/2015 3:35 PM
11	too many standards	12/1/2015 2:06 PM
12	Proposed standards are broken down into simpler tasks. Some may even be dumbed down too much.	12/1/2015 11:50 AM
13	Many of these standards are not standards, but rather specific skills for teachers to teach. They are not rigorous and deep standards, but rather low level, worksheet-type skills.	11/30/2015 2:26 PM
14	see above suggestions	11/30/2015 1:43 PM
15	see above	11/30/2015 1:43 PM

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16	see above suggestions	11/30/2015 1:43 PM
17	see above	11/30/2015 1:43 PM
18	See above suggestions.	11/30/2015 1:42 PM
19	Standard 1A: *for Kindergarten, add: "beginning to search for additional information through re-reading to supporting meaning." *for 1st Grade, add: "searching for additional information at point of difficulty, cross-checking meaning, structure and visual cuing systems." *for 2nd Grade, add: "searching for additional information at point of difficulty, cross-checking meaning, structure and visual cuing systems with efficiency" Remove Standard 1C "Making Connections" for grades K-5. This should be included under comprehension (1A); otherwise, it will be taught as an isolated skill. If it is to be kept in, then we will need similar strands for questioning, predicting, inferring, etc. - all of the comprehension strategies. However, this is not the way to go. As readers, we use these as we weave our thinking in and out of a piece of text - not in isolation! These can be quickly taught and then applied in text alongside other comprehension strategies. Standard 4 - add standards to include digital citizenship: https://www.common Sense media.org/educators/scope-and-sequence	11/30/2015 1:36 PM
20	accurate and encompass the breadth of the content: Yes	11/30/2015 1:11 PM
21	These standards seem to "cover" many reading skills, but again they are in isolation. More importantly, these standards lack the depth of the previous standards which allow our students to think critically of text. This document also increases the number of standards for each grade level.	11/30/2015 12:56 PM
22	Refer to previously mentioned suggestions.	11/30/2015 10:19 AM
23	Feeling really confused. Some skills seems really broadly stated while other skills are no longer stated. R2A 5th Read, infer, analyze, and draw conclusions to: a-i Seems like there are too many subheadings? Very intimidating to address so many skills in one strand. Other skills and terms that need to be added to this strand; setting, details, summarize, genre and mystery. R2C 5th "Figurative Language" used for the first time.	11/30/2015 10:11 AM
24	Let's stop teaching down our students. Let us build them up and strive to be better individuals.	11/30/2015 9:45 AM
25	I believe mythology needs to be moved up a couple of grades. The standards need to be more specific and given some examples.	11/30/2015 9:42 AM
26	Too vague	11/30/2015 9:38 AM
27	Include a list of academic terms to use for educators	11/30/2015 9:30 AM
28	Standards cover many skills, but lack depth and link to previous standards. Too wide and not deep enough.	11/30/2015 9:27 AM
29	Need more explanation about each standard	11/30/2015 9:12 AM
30	They encompass too much.	11/29/2015 7:32 PM
31	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:34 AM
32		11/24/2015 2:58 PM
33	We appreciate that Making Connections is a part of these standards. Please keep them. Thank you.	11/23/2015 10:28 AM
34	They are limited and weakened.	11/20/2015 10:23 AM
35	Lack of organization. These standards are not specific and do not provide rigor for students.	11/19/2015 6:13 PM
36	Poetry is not just rhyme and repetition. It is so much more. It is also not going to prepare students for college by knowing what a haiku, couplet or limerick is. Poets write with feeling and description. They should be focusing on line breaks and the meaning of the poem and the words being used. This again is stepping back to how we taught 20 years ago.	11/19/2015 5:06 PM

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37	What current research was referenced in writing these? Have any of the writers heard of reading experts such as Ellin Keene, Lucy Calkins, or Kathy Collins. I am certain these experts would have great concerns with these standards.	11/19/2015 4:57 PM
38	Please bring back the Common Core for ALL standards! This has turned into a legislative battle instead of one that makes the most sense and is best for our students, state, and country.	11/18/2015 3:39 PM
39	Too many standards and not well organized.	11/17/2015 9:33 PM
40	WAY too many standards.	11/17/2015 9:27 PM
41	*see above	11/17/2015 4:14 PM
42	RID 5th It would be nice to have a standard in the purposed standards that (like the old standards) covers students reading a variety of texts (poetry, dramas, technical texts). R2A 5th d- In 5th grade we do not study other cultures in social studies until 6th grade. A suggestion would be to change it to different genres or taking off varies cultures. R2A 5th b- Adding summarizing to the explaining the theme.	11/16/2015 4:37 PM
43	Hmm.. there are many standards, but again, are we looking for quantity or quality? CCSS went deep with the standards and pushed kids to think critically. I did not get that from this document.	11/16/2015 3:45 PM
44	These standards lack the depth of our current standards. There are also more standards for each grade level which will be difficult to get taught in one year.	11/16/2015 2:39 PM
45	skills in isolation	11/16/2015 11:18 AM
46	These standards "cover" many reading skills yet teach them in isolation of one another	11/16/2015 10:46 AM
47	There is so much to cover and with a teacher to stand beside and offer assistance to every child I see there being lack of time in the year.	11/13/2015 3:02 PM
48	Nit picky, repetitious, and too much for first grade!!	11/13/2015 2:28 PM
49	No	11/12/2015 11:19 AM
50	Digital and media literacy- 4th grade- skill d The examples given for text structures are inaccurate. Text structures are: compare/contrast, problem/solution, cause/effect, sequence, and description. What's listed "sidebars, headings" etc. are text features.	11/12/2015 11:11 AM
51	The previous learning standards spiraled in all content areas to provide continuity and flow from grade to grade. There are large holes (i.e. 4th&5th comprehension) that do not address new skills and content beyond third grade. When a student jumps from 5th grade to 6th grade, they will be missing a great deal of skill and content to be successful. The lack of vertical alignment is a MAJOR issue!	11/10/2015 10:51 AM
52	The standards are written too simplistically. It does not encompass the breadth of the content. Students will not be able to comprehend the breadth of the content. These standards do not build off of previous years to ensure that students properly spiral and progress to college and career readiness.	11/10/2015 10:44 AM
53	DOK is slightly subjective from teacher to teacher.	11/9/2015 11:24 AM
54	Too many skills within each standard in 3-5th to cover thoroughly	11/4/2015 7:38 AM

Reading

Q19 Overall comments regarding the proposed standards for Reading:

Answered: 134 Skipped: 642

#	Responses	Date
1	I personally like these standards better. They are a lot like the GLE's that we used to have. They are definitely easier to read and understand and it appears to me that there is less of them.	12/2/2015 7:38 PM
2	We feel that the changes made in the proposed standards for poetry (R2B) and drama (R2C) are of higher quality. R3C a-- Grade 5- To increase rigor, consider broadening text type to include ALL non-fiction texts. (Identify devices used in non-fiction texts, including how an author presents major events.) R2A--Grade 3-- lacks alignment. The wording for grade 4 standards are more appropriate for both 3rd and 4th grade. Consider thoughtful revisions. What are the researched authors that were used to develop these proposed standards? Overall, we do not feel these are indicative of the current research.	12/2/2015 5:59 PM
3	Unsure what "grade level academic English words"--what list is used or the definition of "grade level". Is this a list such as the Dolch List?	12/2/2015 5:31 PM
4	I do not think that these standards are developmentally appropriate for the age of first graders. If we continue to overwhelm students, and even teachers, with this much at such a young age we are going to see failures in school increase drastically. We do not have time to teach the basics and foundations that they need, because of all the standards. School is supposed to be a safe place for students, instead it has become just as stressful and overwhelming as their home environments. Also, These standards are not understandable to educators and if they cannot be comprehended by educators, how could we expect a parent to understand them.	12/2/2015 4:19 PM
5	Some of the standards are appropriate for third grade students. However, there are several that would be detrimental to third grade learning.	12/2/2015 4:18 PM
6	Some of the standards need to be revised to fit into a First Graders developmental level in order for a First Grader to properly understand and recall the standards.	12/2/2015 4:17 PM
7	Identify differences in legends and myths.	12/2/2015 4:16 PM
8	We have a number of students who come into second grade below grade level or that qualify for special education. Therefore, the rigor of these standards are inappropriate for many of our students. We feel that the vocabulary and content is inappropriate for any elementary grade level, they are more suited for middle school grade levels.	12/2/2015 4:10 PM
9	Proposed standards need to list and define strategies that would help students to comprehend, analyze and evaluate nonfiction.	12/2/2015 3:27 PM
10	Very poor job!!	12/2/2015 3:26 PM
11	Keeping RL and RI standards together vs. separate as in CCSS is hard for teachers, and often leads to crucial sections being over looked.	12/2/2015 1:58 PM
12	There are TOO many standards as proposed. Please return to using the current MO Learning Standards.	12/2/2015 1:42 PM
13	I think that these standards will be appropriate for students of all ages in Missouri.	12/2/2015 1:14 PM

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14	<p>The additional standards added should be removed. Teachers can not continue to add more into their teaching without only giving a cursory covering to each. There were 13 additional standards in Kindergarten, 13 additional 1st grade standards, 18 additional standards in 2nd grade, 3rd grade has 20 additional standards, 4th grade has 17 additional standards, and 13 standards have been added to 5th grade. This is a ridiculous amount of standards for these grade levels to have to teach. Many are not developmentally appropriate. General Comments: Many of the additions (with no matching current standard) are not standards at all, but rather specific skills. An example would be to list things in alphabetical order. This is a specific skill, which should be a local decision. There are too many standard to begin to teach in a school year at all grades, K-5. Districts will have a huge job of focusing our curriculum to power standards. What do the words "appropriate", "legible" and "recognize" mean and how can they be measured? Standards are being replaced with numerous skills. Many new standards are lower level skills with no rigor. The proposed standards include a lot of "identify" rather than the higher level of the current standard which uses "determine" or "describe". This is a higher level than simply identifying. How will write "legibly" be assessed? This is a skill and not a standard. This is a local decision. We, as a State, will never be in the Top 10 by 20 if we focus on low-level dictionary skills, rather than rigorous standards. Many of these proposed "standards" are outdated. Cursive writing, dictionary skills, alphabetizing, etc. are not 21st century skills. While important, these are skills that the local schools should determine to what extent they will be covered. These are not rigorous standards. R1D at each grade level is much more developmentally appropriate in the current standards. The proposed standards are not as developmentally appropriate. R4.K, R4.1, and R4.2 are not appropriate for standards. While different types of media are used as materials in the classroom, these should not be standards to identify them or the techniques used in media. This could be a Library standard, but not appropriate for English standards. Comprehension, for kindergarten is where author and illustrator and text features such as table of contents, front and back cover, and title page needs to cover both fiction and nonfiction. RF1AK b. lists "holding a book right side up" is not a standard. This is a skill. This skill is a part of c. The prewriting, draft, and revise/edit writing standards should be a part of other writing standards. The process does not lend itself to assessment at each stage, but rather the final document is what is assessed. These stages are a part of teaching the writing process, but when pulled out, only adds additional unnecessary standards to the large number of standards which already exist. Literary techniques should be about all types of writing not just nonfiction. Sight words are with Reading Foundations under phonics. Sight words should not be with phonics. On standard SL4A Kdg, letter b specifies "reciting nursery rhymes/songs". This should be a local decision about the resources used to teach a standard. There should not be a mandate to use a specific resource. This is not given as an example or a suggestion - it is listed as a standard, which one could argue it is not. There are many other resources to be used other than nursery rhymes and songs. On standard SL4A5th, the terminology "multimedia" should be used from the current standard in the proposed standard.</p>	12/2/2015 12:54 PM
15	<p>R1A Kdg a. instead of the word "based", replace with "using text as evidence" R1A Kdg- add "know what the author and illustrator do R1B Kdg b. using a picture dictionary "or other resource" to find words R2A Kdg c. need examples R2A Kdg- RL.K.6 should be included in proposed standards R2A Kdg e. describe characters in a story and the reasons for their actions- reword using "motivations" R2B Kdg a. Identify 2 (or more) words that rhyme in a given nursery rhyme/book R3A Kdg d. Seems like it may be better in a different content area (social studies) R3B Kdg a. the word "repond" is too vague R3C Kdg a-c - more explanation is needed on all R4 Kdg a. identifying different forms of media (e.g., advertisements, newspapers, radio programs, websites...(more updated examples) RF1A Kdg a. identifying "all" upper and lower case letters RF2A Kdg Add current d and e in the new proposed standards R1B 4th e. The current 4th grade standards are much better written and descriptive for teachers R1D 4th - It is important to include comprehension and the needing of variety of text in current standards R2A 4th- Read, infer, analyze and draw conclusions to: "summarize" should be added to this. R2A 4th a. Theme is important to this R2A 4th f and the current RL.4.9 would easily connect R2B 4th- Why is drama taken out? R3A 4th a. add "text features" R3A 4th b and RI.4.3 are not related in any way R3A 4th c. add "in text" at the end R3B 4th d. This is important but RI.4.4 is also separate and important R3C 4th- Read, infer and draw conclusions to: The new standards are not detailed enough for teachers in this section R4 4th a. What is the purpose of this in 4th grade? R4 4th b. not grade level appropriate</p>	12/2/2015 11:34 AM
16	<p>Overall, we are going back to isolated reading instruction. These standards are a major step backward for our kids and not what they need to be ready for the complex, digital work force they will be entering. We have so decontextualized the work we are wanting kids to do it will bear no meaning, there will be little retention, and transfer will be obsolete. These need a major rewrite and some new, more informed eyes looking at them. Additionally, it is so concerning that the most document used to draft the standards is from 2008. Where are the references to texts and researchers in the field doing the work? There is a clear agenda to move away from CCSS, so even though that resource is listed it is evidence it was used very little in the ELA strand. To think that the Texas standards from 2008 and MO GLEs are the next best we can do is offensive. So much has come out in the past 7 years as to what instructional methods work best for kids and all of that has been completely ignored in drafting these. It's repulsive and continues to perpetuate that frustration that politics have no place in schools because they are uninformed agendas that are tied more closely to gaining power, generating money, and personal beliefs and far removed from the children and teachers they impact daily. Shame.</p>	12/2/2015 9:49 AM
17	<p>The standards are very thorough and address all of the areas that students need instruction in order to become readers and read to learn!</p>	12/1/2015 10:38 PM

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18	Keeping the standards coded as closely to the common core standards would be very helpful to the teachers as the materials we have purchased over the last couple of years will have to be adapted to the new Missouri standards. Districts have been writing curriculum since Common Core became our standards and now all of that work will need to be adapted / rewritten to the new Missouri standards. This will require a lot of time and money to accomplish.	12/1/2015 10:20 PM
19	Standard R1B Kdg. mentions using picture dictionaries. This is great, but picture dictionaries have been in the decline and will then need to be made readily available to schools.	12/1/2015 8:33 PM
20	Why do the powers that be insist on so many standards in the primary grades? This forces educators to teach a mile wide but only an inch deep.	12/1/2015 5:48 PM
21	I'm pleased to see nonfiction reading is included. In past years some districts have focused on narrative reading. Nonfiction is an important part of young and older students.	12/1/2015 4:38 PM
22	The standards for kindergarten seem to have a lot of emphasis on folktales, fairytales, nurse rhymes, etc. which not all children have ever been exposed to or have any background knowledge to build on. We are unsure what identifying traffic signs has to do with text features. There needs to be more clarification regarding sensory details and what that means. We are unsure of what "identifying techniques used in media" means for kindergarten.	12/1/2015 3:21 PM
23	I love that you have put in to develop and apply skills to the reading process: Making connections!	12/1/2015 2:10 PM
24	This whole section is a mess. It would be great if there were few standards and no skills or strategies listed as standards.	12/1/2015 2:06 PM
25	These K-5 standards are not in the same format as the 6-12 standards. This is unacceptable. For instance, the K-5 standards start at the Kindergarten level and more upward through the grades. The 6-12th standards start at the 11-12 level and move down. I teach preschool through 8th grade. How am I supposed to make a vertical comparison? It seems like the different groups could have agreed on a format. I had to flip back and forth and back and forth just to try and find the similar standards. Again, unacceptable. The codes for each standard do not match. This is confusing and not easy for the user to read.	12/1/2015 2:01 PM
26	Proposed standards are broken down into simpler tasks. Some may even be dumbed down too much.	12/1/2015 11:50 AM
27	Digital and Media Literacy is not developmentally appropriate for 3rd or 4th grade. They don't know what email is, let alone what one should look like. Get real.... they are 8, 9, and 10 years old.	12/1/2015 8:57 AM
28	Rigor is missing in wanting our students to think critically, analyzing what they read.	12/1/2015 8:47 AM
29	The progressions among grade levels are left to interpretations. It's difficult to know what's developmentally appropriate and what is the target. There's no alignment between K-5 standards with 6-12. The expectations are much lower than our current standards and increases the number of standards for our grade levels. Several of the standards are not measurable or difficult to measure because of the lack of clear description. The organization of the document is very confusing and doesn't show the skills and strategies can be used in different genres. Strands seem separate and the skills would need to be taught in isolation and lack the depth needed. The current standards increase critical thinking.	12/1/2015 8:32 AM
30	The progressions among the grade levels are left to too much interpretation. It is hard to know what is developmentally appropriate and what is the target. The standards of k-5 are not in alignment with 6-12. The expectation are much lower than our current standards, and increases the number of standards for our grade levels. Several of the standards are difficult to measure, given the lack of clear descriptions. Overall the organization is confusing and does not show how the skills and strategies apply to different genres. Strands seem separate to where where skills would be taught in isolation and the lack of depth needed. The current standards increase critical thinking about the text.	12/1/2015 8:32 AM
31	The progressions among grade levels are left to interpretations. It is hard to know what the exact target versus what is developmentally appropriate. There is no alignment between K-5 standards and the 6-12 standards. Expectations are much lower than what are current standards are and it increases the number of standards for our grade level. Several of the standards are difficult to measure and too vague. Overall the organization is confusing and the skills and strategies aren't shown how it applies to different genres. Strands are separate and the skills seem to be taught in isolation and lack the depth needed. We like what we have now - not sure why we have to change! The current standards that we have now increase student's ability to think critically about the text.	12/1/2015 8:31 AM
32	The progressions among grade levels are left to interpretation. It's hard to know what is developmentally appropriate and what is the target. The ELA standards for K-5 are not in alignment with 6-12. The expectations are much lower than our current standards, and increases the number of standards for our grade levels. Several of the standards are difficult to measure, given the lack of clear descriptions. Overall, organization is also confusing, and does not show how the skills and strategies apply to different genres. Strands seem separate to where skills would need to be taught in isolation and lack the depth needed. The current standards increase critical thinking about the text.	12/1/2015 8:31 AM

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33	The progressions among grade levels are left to interpretation. It is hard to know what is developmentally appropriate and what is the target. The standards for K-5 are NOT in alignment with 6-12. The expectations are much lower than our current standards, and increases the number of standards for our grade levels, lack of depth needed. Several of the standards are not measurable or difficult to measure given the lack of clear description. Overall organization is confusing and doesn't show how the skills and strategies can be used in different genres. Strands seem separate which lead you to believe the skills would need to be taught in isolation The current standards increase critical thinking about a variety of texts	12/1/2015 8:31 AM
34	It is too much. Just in Reading, 5th grade is responsible for 49 sub standards. Sure, some won't take too long to cover and some will be ongoing routines like independent reading. Most however will take weeks, if not entire units. We have 36 weeks. I do not think this is realistic or appropriate. Is it realistic to expect the state assessment to reliably assess 49 substandards? Will we be given data down to the substandard level? If not, state assessment data will not be detailed enough to give schools and teachers the information needed to address student needs. And if the standards and tests don't help us address the needs of individual students in our classroom, what purpose do they serve? Currently, the Common Core has 20 Reading standards. The proposed standards and their progression are more clearly laid out, but sometimes breaking it down into these discrete pieces overwhelms and undermines the learning in the classroom. This will lead to the inch deep, mile wide, chopped up Reading instruction the CC was trying to alleviate. Furthermore, these standards are very different from the Common Core. There is nothing wrong with this per se, but districts have just spent massive amounts of money, time, and training investing in curriculum addressing CC standards. Much of that curriculum will not be able to be aligned (easily or authentically) to these standards. Additionally, Missouri will be at a disadvantage in the market for quality educational materials as our standards will be structured so differently than those of most of the country. The consequence of this is that classroom teachers will be responsible for developing curriculum to address these standards on their own dime and their own time. Then they will be "held accountable" for the results.	12/1/2015 12:29 AM
35	Thank you for including such items as using a dictionary. Many students I currently teach cannot complete this task. I really like how the wording on these standards are easy to understand for everyone!	11/30/2015 6:56 PM
36	It seems like the grade levels were written independent of one another. There is a disconnect between the grades. These standards are really uncomfortable.	11/30/2015 5:28 PM
37	This is representative of 2 teachers' viewpoints. An earlier survey was completed for all of the standards up until R4 5th.	11/30/2015 3:47 PM
38	Many of these proposed "standards" are outdated. Cursive writing, dictionary skills, alphabetizing, etc. are not 21st century skills. While important, these are skills that the local schools should determine to what extent they will be covered. These are not rigorous standards. R1D at each grade level is much more developmentally appropriate in the current standards. The proposed standards are not as developmentally appropriate. R4.K, R4.1, and R4.2 are not appropriate for standards. While different types of media are used as materials in the classroom, these should not be standards to identify them or the techniques used in media. This could be a Library standard, but not appropriate for English standards.	11/30/2015 2:26 PM
39	These standards are mostly appropriate, see above notations for developmentally inappropriate standards.	11/30/2015 1:43 PM
40	They are mostly appropriate but see above for developmentally appropriate skills	11/30/2015 1:43 PM
41	These standards are mostly appropriate, see above notations for information about standards that are too difficult.	11/30/2015 1:43 PM
42	R1A: Seems like 4th and 5th grade are catch-up years in reading. Doesn't have specific standards. R1B: More specific=good! R1C: Added in text-to-text, text-to-self, and text-to-world. Good! R2A: More specific standards and is more coherent. Adds some character analysis R3C: Added time order sequence R4: Added advertising and how to interpret media. Good!	11/30/2015 1:11 PM
43	R1A: Seems like 4th and 5th grade are catch-up years in reading. Doesn't have specific standards. R1B: More specific=good! R1C: Added in text-to-text, text-to-self, and text-to-world. Good! R2A: More specific standards and is more coherent. Adds some character analysis R3C: Added time order sequence R4: Added advertising and how to interpret media. Good!	11/30/2015 1:09 PM
44	R1A: There should be more specific standards for 4th and 5th grade. R1B: This standard is more specific than what we have now, which is great. R1C: This is a great addition. R2A: The standard is more specific and coherent. The addition of character analysis is good. R3C: The addition of time order sequence is good. R4: Introducing media into reading is great!	11/30/2015 1:07 PM
45	R1A: Seems like 4th and 5th grade are catch-up years in reading. Doesn't have specific standards. R1B: More specific=good! R1C: Added in text-to-text, text-to-self, and text-to-world. Good! R2A: More specific standards and is more coherent. Adds some character analysis R3C: Added time order sequence R4: Added advertising and how to interpret media. Good!	11/30/2015 1:00 PM
46	I think these standards are more specific overall. R1A: Seems like 4th and 5th grade are catch-up years in reading. Doesn't have specific standards.	11/30/2015 12:58 PM

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47	They need to be rewritten so that they are more detailed/specific, more rigorous, and measurable.	11/30/2015 12:56 PM
48	3B- Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times Determine whether a story is a biography or autobiography in 2nd grade so it can be distinguished in 3rd grade. 3C - Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. Third grade doesn't build on the following second grade skills main idea author's purpose sequence of events	11/30/2015 11:05 AM
49	3B- Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times Determine whether a story is a biography or autobiography in 2nd grade so it can be distinguished in 3rd grade. 3C - Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. Third grade doesn't build on the following second grade skills main idea author's purpose sequence of events	11/30/2015 11:04 AM
50	Make changes to the following standards: 3B- Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times Determine whether a story is a biography or autobiography in 2nd grade so it can be distinguished in 3rd grade. 3C - Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. Third grade doesn't build on the following second grade skills main idea author's purpose sequence of events	11/30/2015 11:04 AM
51	Kindergarten standards are too rigorous for where students are developmentally. The gap between students and grade level is starting earlier than it use to. Students need time to know and focus on phonemic awareness and ideas about print. When we move ahead much quicker students are left behind.	11/30/2015 10:58 AM
52	Coding needs to be consistent and make sense. Other comments already mentioned above.	11/30/2015 10:19 AM
53	Overall, this strand seems very confusing, to broad in some instances and missing some important skills for 5th graders.	11/30/2015 10:11 AM
54	Overall nicely done!	11/30/2015 9:44 AM
55	The standards need to be more specific. They need to be more grade appropriate and consistent with other grade levels. A little more time should be spent on this, not just getting stuff done to get it done. BE SPECIFIC!	11/30/2015 9:42 AM
56	This is great starting point for the standards but needs to be more specific in what the expectations will be. In kindergarten R1D Kdg what is a "sustained period?" 5 min? 10 min? Is it reading the words? reading the pictures? "With assistance" What does that mean? Small group? One on one? How much teacher assistance is acceptable. How will this be assessed? We have to be able to understand the standards before we can possibly begin explaining to parents.	11/30/2015 9:38 AM
57	Coding is confusing and needs to be simplified and consistent. It was extremely hard to compare old standards to new standards. When standards were moved to new areas, they were simply listed as "not addressed in proposed standards." This was very confusing. In my opinion, standard R1C does not need to be a separate standard. It is a skill that is embedded in all reading. R1D for third grade should address nonfiction as well as fiction. RL.3.6 (distinguish their own point of view from that of the narrator or those of the characters) was removed from proposed standards and is an essential skill that should be included. R3Bd for third grade is confusing, and I'm not quite sure what it is asking. RI.3.1 and RI.3.7 were left out of proposed standards and are essential skills that should be taught in third grade curriculum. Why is digital media a separate standard? Reading standards in general should encompass both print and digital sources.	11/30/2015 9:28 AM
58	Grade 2 "Fiction" section d. compare different versions of the same story in traditional and contemporary folktales is not developmentally appropriate. This should be moved to Grade 3.	11/30/2015 9:28 AM
59	Coding is confusing and needs to be simplified. It is hard to compare old standards to new standards. When standards were moved to other grade levels, they were simply listed as not addressed in the new standard. R1D for third grade should include nonfiction as well as fiction. R3Bd for third grade is confusing.	11/30/2015 9:27 AM

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60	<p>I am very disappointed with these new and improved standards. They seem to continue us down the same road as common core. I think it is often forgotten that these children arrive to us as 5 year olds. I know we like to throw the word "rigor" around but as a second grade teacher, I can say that "rigor" have officially outpaced child development. Our first grade this year has 1/3 of the students in reading intervention. This is ridiculous. I do not teach in a low SES school so it is shocking to me that so many kids need so much extra help. Kids aren't different now, the standards have become unreachable for so many. Why do kindergartners need to be doing things like determining importance and determining the main idea of a passage? Kindergarten should go back to being play based. Those that are ready to learn how to read should be taught to do so. Those who are not ready should be given the building blocks they need (sound-symbol awareness, phonemic awareness, etc) and should be taught to read when they are ready to do so. It is OK if this is not until first or second grade. Until we do so, we will continue to raise stressed out kids who learn to hate school and have no love for reading or learning. We will continue to need to endlessly support these kids with RTI, reading intervention, special education and meds because they can't seem to focus beyond developmental expectations. We need to foster their love of learning with play, develop their social skills and language skills. Kids with strong language skills and vocabularies become wonderful readers. There are countries that do not start pushing students to read until an older age. We would be smart to look at these studies. It would also help to look at the studies that are showing that the amount of time that we require students to sit and listen to teacher directed instruction is affecting their ability to cross midline, track print and focus. We are creating learning problems with the immense amount of curriculum we try to teach. These standards are too much, too soon for many kids. We don't have to have the most rigorous standards in the world in order to have the smartest kids.</p>	11/29/2015 7:32 PM
61	<p>There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.</p>	11/29/2015 10:34 AM
62	<p>I like the standards, my only suggestion would be to group them in a way that their numbers correspond more closely to the CCSS to make it easier for teachers to find resources.</p>	11/28/2015 11:07 PM
63	<p>• R1B.d Instead of playful uses of language such as tongue twisters, palindromes, and riddles, it should be uses of idioms, onomatopoeia, similes, and metaphors. • R3B.a It would be better not to focus on the difference between biography and autobiography, but have student identify difference genres of literature such as historical fiction, informational text, fable, realistic fiction, tall tale, narrative non-fiction, ect. • R3C Comprehension is extremely important. The current standard of RI.3.1 should be included. • R4 b and c These standards are too complicated for 3rd grade students to understand.</p>	11/28/2015 9:36 AM
64	<p>Thank you for including fact & opinion in 3rd grade.</p>	11/25/2015 10:36 AM
65	<p>We feel that the changes made in the proposed standards for poetry (R2B) and drama (R2C) are of higher quality. R3C a-- Grade 5- To increase rigor, consider broadening text type to include ALL non-fiction texts. (Identify devices used in non-fiction texts, including how an author presents major events.) R2A--Grade 3-- lacks alignment. The wording for grade 4 standards are more appropriate for both 3rd and 4th grade. Consider thoughtful revisions. These comments are from a team of Instructional K-4 Literacy Specialists, a Reading Recovery teacher leader, and a District Literacy Leader.</p>	11/24/2015 2:58 PM
66	<p>As an educator, I do not understand someone/state/government deciding on changes in education when they have not been in the field teaching students themselves. It seems as if our own college education and years of experience in the classroom is not sufficient in knowing best practices for teaching our children. We spend years learning how and what to teach students only to get into the classroom and have it questioned. We have spent time changing our lessons to meet common core standards and the rigor it holds for our students as well as our teaching, only to have it possibly crumble in front of us. We have spent much of our "free" time developing lessons and ideas and learning structures that will challenge our student's thinking and teach them in a way that will make them better thinkers only to have it denounced only a few years later. I realize education is constantly changing and this is not the first time. I agree things do need to change and be reevaluated but is it always to our students advantage to have to rise to the unknown expectations that seem to vary in recent years? I ask that you consider these things when you are in your meetings trying to decide to change the curriculum once again.</p>	11/23/2015 9:19 PM

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67	No continuity to 6-12 standards. K-5 standards are so detailed while 6-12 is very generic.	11/23/2015 11:12 AM
68	We appreciate the specific nature of the language in these standards. They are easy to read and give teachers more specific examples of what to teach than the CCSS.	11/23/2015 10:28 AM
69	Don't adopt. Please. Put the money it would take to adopt new standards into the schools. Build professional development funding for teachers so our collective capacity around the standards WE ALREADY HAVE can be improved upon. It has taken years to do this, and we still aren't all there. Changing the standards will just make this problem worse. Use the money to buy kids more books and technology so they are truly prepared for OUR future. Use the funding to create a better state assessment that would show GROWTH in a school year for students (Pre/Post model) instead of just one big one at year end. Measure school performance and effectiveness based on a growth model. Use the funding to help provide mental health support to students who are suffering academically as a result of outside circumstances. Use the funding to provide learning interventionist positions in Title buildings so we can provide ALL students the RTI support they need. I can think of 100 ways you could spend time and funding that would have a more positive impact on students rather than adopting new standards.	11/22/2015 9:47 PM
70	As a first grade educator, I feel many of the standards are not as rigorous as our current standards, they also are not vertically aligned.	11/20/2015 3:30 PM
71	It doesn't appear that the committee members responsible for this area were fully aware of the other factors in the education sphere. Perhaps they were more concerned about how making such changes could benefit their personal wealth later on in life. Maybe they are just ignorant to what they've done.	11/20/2015 1:03 PM
72	They need to be looked at thoroughly. Some are difficult for the grade level required.	11/20/2015 12:14 PM
73	What a detriment to our students. I urge you to reconsider this and with our students well being as the ultimate goal. Please respect the hard work of our teachers.	11/20/2015 10:23 AM
74	I have concerns as to what the background and credentials are for the writers of this curriculum. They appear to lack any knowledge of student ability and identifying what is developmentally appropriate for students in the primary grades. As a kindergarten teacher, I believe that the current Common Core standards are much more developmentally appropriate than what has been presented.	11/19/2015 6:13 PM
75	As a National Board Certified first grade teacher, I believe that the current Missouri Learning standards are far more rigorous than these. These proposed standards for 1st grade are mastered in Kindergarten. The proposed standards do not promote 21st century skills like problem solving, collaboration, creative thinking, and communication. Out of date standards, from as far back as 15 years, have been referenced in the proposed standards. Where is the reference to current researchers like Ellen Keen, Lucy Caulkins, Debbie Miller, or Richard Allington to name a few? While the United States is falling behind the rest of the world in education, these proposed standards are a step in the wrong direction.	11/19/2015 5:17 PM
76	These skills do not teach our students to deeply mine text.	11/19/2015 5:14 PM
77	These are ridiculously low level standards. The work of MO Learning Standards is far more rigorous than what is presented here. I'm concerned that those that wrote these standards reference resources that are out-dated. I don't see the vertical articulation among this work at all. Where are the references to the work of those educational researchers that are in the work TODAY? I'm worried for the students of MO! These standards are taking us backwards. The organization of these standards is not as understandable as what we have now. This work takes teaching back to basic recall, worksheets, and low level expectations. We are so far beyond this in our teaching. As a curriculum director, I would have to make the recommendation for our district to do our own thing and not follow the state standards if these were to be adopted.	11/19/2015 4:58 PM
78	These standards are a HUGE step back. I am concerned the writers referenced standards written in 2000, 2001, and 2008. Many gains have been made in educational research over the last 15 years. Why would you ignore that? I would like to know specific credential of the writers?	11/19/2015 4:57 PM
79	It saddens me to see that only four people wrote these standards and that no vertical conversations were had. Also, why are we referencing standards from 2000?!?! That is downright scary. There is no connection between the 4th and 5th grade standards.	11/19/2015 4:50 PM
80	Our current Missouri Learning standards are far more rigorous and prepare students for college and career readiness.	11/19/2015 4:47 PM
81	While reading these standards my immediate thought is...wow they are trying to take the kids back to a more age appropriate education. I think we have been holding our students accountable for the errors of adults in this country. We have forgotten that we still have children that need parents first and for most to be a good example for their children. I am pretty happy with the standards aside from the digital and media literacy at the elementary level.	11/19/2015 10:07 AM
82	Please bring back the Common Core for ALL standards! This has turned into a legislative battle instead of one that makes the most sense and is best for our students, state, and country.	11/18/2015 3:39 PM

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83	We think math/ELA need to be similar formatting. We also feel like there are typos that need corrected or clarified. We are concerned where we are supposed to teach cursive within the daily schedules as well as meeting the overall standards for our grade level. We are also wanting to know what State Test will assess these standards and who will be creating this assessment.	11/18/2015 2:45 PM
84	Many of the verbs are DOK and need to reflect higher level thinking for 5th grade. Coherency and rigor in these standards need to be looked through and rewritten/reworded.	11/18/2015 2:30 PM
85	The decision to move away from the Missouri Learning Standards, aka CCSS, is a poor decision. It is a decision based on adults and not on kids. We are here to do what is best for kids. Not only does it make MUCH more sense to have common standards across the country, it does NOT make sense to ask teachers to start over in learning and aligning with a new set of standards again just because someone has decided to make the process political. We don't want out students to be prepared for Missouri, we want them to be prepared. We are a very mobile society now. Why should a child have a new target if his family makes a move to a new state? How does that make sense? Local control is about curriculum, not standards. It doesn't impact our local control if we step back and make the very smart decision to keep the CCSS in place. Each district then aligns and writes its own curriculum to meet those standards. All this decision does is to reward those districts who have been sitting on their thumbs, not doing anything to learn or incorporate the new standards. But those who have been working HARD are being slapped in the face because people outside the field have decided they know more about standards than those in the field. It is beyond frustrating.	11/17/2015 9:33 PM
86	The decision to move away from the Missouri Learning Standards, aka CCSS, is a poor decision. It is a decision based on adults and not on kids. We are here to do what is best for kids. Not only does it make MUCH more sense to have common standards across the country, it does NOT make sense to ask teachers to start over in learning and aligning with a new set of standards again just because someone has decided to make the process political. We don't want out students to be prepared for Missouri, we want them to be prepared. We are a very mobile society now. Why should a child have a new target if his family makes a move to a new state? How does that make sense? Local control is about curriculum, not standards. It doesn't impact our local control if we step back and make the very smart decision to keep the CCSS in place. Each district then aligns and writes its own curriculum to meet those standards. All this decision does is to reward those districts who have been sitting on their thumbs, not doing anything to learn or incorporate the new standards. But those who have been working HARD are being slapped in the face because people outside the field have decided they know more about standards than those in the field. It is beyond frustrating.	11/17/2015 9:27 PM
87	The standards may be somewhat challenging for some students. Although trying to achieve the learning goals will set students on a path toward rigorous learning.	11/17/2015 6:51 PM
88	There are many serious growth progression issues from grade level to grade level. For example, Reading Comprehension- Grade K- Strand 1B states - Students will be able to ask and respond to questions about text read aloud. Then in grade 1, students are only able to ask relevant questions. Another example is reading Literacy Techniques, Strand 3A states- students will determine if a story is Fiction or Nonfiction and explain why. In grade 2, students are only asked to distinguish between Fiction and Nonfiction. As you can clearly see, the grade levels are not adequately growing and asking students to perform a more difficult task at a higher level. Also, some of the standard are completely irrelevant. For example, the 5th Grade vocabulary Strand 1Ba. This strand is asking students to derive meaning from latin roots.	11/17/2015 4:34 PM
89	There are many serious growth progression issues from grade level to grade level. For example, Reading Comprehension- Grade K- Strand 1B states - Students will be able to ask and respond to questions about text read aloud. Then in grade 1, students are only able to ask relevant questions. Another example is reading Literacy Techniques, Strand 3A states- students will determine if a story is Fiction or Nonfiction and explain why. In grade 2, students are only asked to distinguish between Fiction and Nonfiction. As you can clearly see, the grade levels are not adequately growing and asking students to perform a more difficult task at a higher level. Also, some of the standard are completely irrelevant. For example, the 5th Grade vocabulary Strand 1BA. This strand is asking students to derive meaning from Latin roots.	11/17/2015 4:26 PM
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92	Overall, it is just too much! Missouri keeps pushing standards down a grade level or two while at the same time expanding how much each grade level teaches. We cannot possibly cover each standard well. We end up teaching a mile wide and an inch deep which is a disservice to our students.	11/17/2015 4:14 PM
93	I have the same comment for all of the strands. These need to be completely rewritten with a team that is K-12 in nature that has knowledge and understanding of scaffolding learning and a conceptual understanding of pedagogy. The K-5 standards are awful!!!!	11/17/2015 3:57 PM
94	I think the standards need to be made more challenging in order for students to be held accountable at a higher level of thinking	11/17/2015 9:04 AM
95	R1B 5th c. In the proposed standards using analogies does not match up with the crosswalk standard of interpreting figurative language. R1C 5th The use of connections is positive. R2B 5th The specificity of the poetry standard is something to keep R3A 5th b. This standard does not line up on the crosswalk accurately. It is not in current standards. These comments represent a group of five 5th grade.	11/16/2015 4:37 PM
96	The standards lack depth in comparison to the previous standards.	11/16/2015 10:46 AM
97	I like the ideas for the strands but there is a lot to cover in one year and not enough time in the school year to complete everything. Along with students having with assistance on most strands.	11/13/2015 3:02 PM
98	I think there is too much to cover and too much required support.	11/13/2015 3:02 PM
99	When does a first grade teacher have time to teach all of this and teach a child to read?	11/13/2015 2:59 PM
100	Way too much added to reading. Unrealistic to think that students could master all of this.	11/13/2015 2:28 PM
101	There are just a few things that need to get fixed that were listed above. The other standards are ok.	11/13/2015 1:34 PM
102	The standards for reading are generally very well written. However, there are a few that could be adjusted, mainly because of complexity of the skills that require a higher level of thinking. It may set the student back a year or two in mastering the skill, but it will be much easier for them to retain the information if they are able to have a better understanding of the skill and a better reasoning of the importance and need of the skill.	11/13/2015 1:32 PM
103	As long as the above stated changes are made these standards would be acceptable.	11/13/2015 1:25 PM
104	On standard R4 if students are expected to develop an understanding of media and its components, then the state needs to supply school districts with the the necessary technology and funding so that all students can meet this standard.	11/13/2015 11:17 AM
105	If student are expected to identify components of technology then the STATE needs to supply all school districts the funding and resources for the necessary technologies for all students to meet this standard. R4 2 nd	11/13/2015 11:17 AM
106	Standard R4 2nd - If students are expected to identify components of technology, then the state should supply funding and resources for school districts statewide for necessary technology.	11/13/2015 11:17 AM
107	If students are expected to be able to create media messages and identify components of technology, the state should supply all school districts with the necessary funding and resources to make this equipment available to all students.	11/13/2015 11:17 AM
108	If students are expected to identify componets of technology then state needs to supply the techonology and or funding for the students.	11/13/2015 11:17 AM
109	If students are expected to identify components of technology then the state needs to supply school districts the funding and resources for the necessary technologies for all students to meet this standard, R42nd.	11/13/2015 11:16 AM
110	r42 standard - If students are expected to identify components of technology, then the state needs to supply all school districts the necessary funding and resources for all students to have the opportunity for hands on work.	11/13/2015 11:16 AM
111	If students are expected to identify components of technology, then the state should supply funding and resources for school districts for necessary technology statewide.	11/13/2015 11:16 AM
112	Overall, I like the changes made in K-5 reading. I think they are clearer to understand and easier for the teacher to make sure he/she is covering.	11/13/2015 11:05 AM

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113	They are very similar to previous standards with some noticed improvements as well as some wording that is vague and difficult to understand. There also seem to be a lot of standards in many different categories, which creates anxiety among educators.	11/13/2015 10:29 AM
114	THANK YOU a thousand times for including independent reading as a standard! In my experience, the best way to develop readers is to have students actually READING. Unfortunately, with the pressures felt by many classroom teachers today, independent reading time is the first thing to go. Including it in the standards will remind educators of the importance of giving their students time to read! Please don't remove this standard! You may even want to set stamina goals for each grade to encourage teachers to build their students up to silent, sustained reading.	11/12/2015 10:25 PM
115	Overall, this is not ready for our students. There is no theme being taught in 4th grade, but it's in 3rd and 5th? There are too many gaps of information and some of the work is not age/developmentally appropriate.	11/12/2015 11:32 AM
116	I don't like the numbering is so different from the common core. The amount of standards that need to be covered is overwhelming. It seems like it is a combination of Common Core and GLEs and it is too much. I do like the language of the MLS better than Common Core.	11/12/2015 11:19 AM
117	Seems very overwhelming and the amount of standards that need to be covered seems to continually increase. Hard for first year test takers.	11/12/2015 11:18 AM
118	What is developmentally appropriate? How can kindergarten not be mandatory in Missouri? The expectation is for kids to be able to read and comprehend at least at a DRA level 4 when they leave kindergarten, yet they do not even have to come to school. Some kids still enter kindergarten not knowing any letters of the alphabet. Some have not held a pencil or scissors before entering school. These things need to be taken into consideration when writing these academic standards for K-1. You are going to have a whole generation of kids that dislike school before they get out of second grade. This is because they feel like failures from the moment they walk in the door. They need the time to develop and explore. We need to remember that they are not miniature grown ups. I am a highly successful college graduate with a Master's Degree. They only thing I had to do in kindergarten was sing my ABCs and count to 10. I am not saying we have to go that far back, but people need to realize what we are doing to these children.	11/11/2015 4:20 PM
119	Liked the wording on the standards, much easier to follow.	11/11/2015 3:47 PM
120	Just sit down and logically look at the quantity of standards. You could not teach them and do students justice, how do you expect the teachers to do this now.	11/11/2015 7:45 AM
121	I love how the standards are laid out and how they are more detailed with good examples.	11/10/2015 10:29 PM
122	The proposed standards are too simple. They do not have rigor, there is no vertical alignment, and do not prepare students for middle school- let alone college or career readiness. The proposed standards do not provide students with the foundational skills and progression to higher level critical thought. They do not prepare them for the future and will lead them to failure in education and 21st century careers.	11/10/2015 10:51 AM
123	The proposed standards for Reading are too simple. When students progress from fifth grade to sixth grade, they will be missing skills necessary for success. Students will not have the rigor necessary to be prepared for their future grade levels. The flow of the standards is non-existent. The K-5 standards do not build off of one another and the lack of vertical alignment will lead students to failure.	11/10/2015 10:44 AM
124	Measurable attainable students objectives, loved it.	11/9/2015 11:24 AM
125	Reading should be written like writing with direction and goals for each grade level. Leaving 4th and 5th grade to just do what is written for k-3 on more difficult text will not help a new teacher or one that is looking to really focus on reluctant readers.	11/7/2015 12:14 PM
126	The standards are detailed nicely.	11/7/2015 11:28 AM
127	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:34 AM
128	I hope this has already been brought to your attention... Looking under English Language Arts, ELA K-5 Reading standards, p.10 - Digital and Media Library In the columns for Grades 2-5, the heading says - Read to develop an understanding of media and its components by should read its components (not a contraction)	11/4/2015 8:17 PM
129	Very good standards in this strand for the grade levels indicated.	11/4/2015 8:37 AM
130	Why are we referencing standards from California and Massachusetts that are 14-15 years old? All other standards referenced are more recent. We don't want to go backwards, right?	10/31/2015 10:17 AM

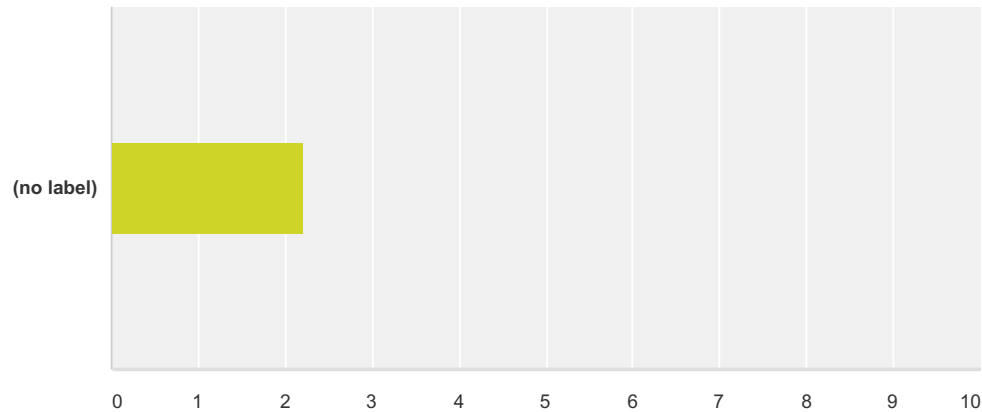
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131	I am unable to use your ratings scale for the items above. The standards in the Reading portion of the new state standards lack clarity. If I were trying to develop a lesson or adopt materials to support the standards, I would have a hard time knowing what the desired outcome would be, and therefore would also have difficulty trying to assess these standards. Please look at them from the standpoint of trying to build instruction around the outcome.	10/30/2015 3:23 PM
132	This set of standards is well composed, sequenced, and appropriate.	10/29/2015 7:50 PM
133	Give examples of a narrative nonfiction as it is not a category that is consistent in research.	10/28/2015 9:01 AM
134	I like these much better??	10/27/2015 4:00 PM

Q21 The standards in this strand are developmentally appropriate.

Writing

Answered: 207 Skipped: 569



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	38.16% 79	18.84% 39	26.57% 55	16.43% 34	207	2.21

#	Suggested revisions for standards:	Date
1	It appears there was an attempt to make the current MO Learning Standards more specific. By doing this, the number of standards has grown greatly with the proposed standards. While most of the standards appear to be developmentally appropriate, I question whether or not the sheer number of them is appropriate. The current MO Learning Standards address the writing process in a more developmentally appropriate way.	12/2/2015 10:18 PM
2	Applying the research process to third graders is not developmentally appropriate. Creating a works cited page from notes, including the author, title, publisher, etc. They have great difficulty copying from one source of information, much less creating a cited page of information like this. Using appropriate citations will be increasingly difficult as third graders struggle with finding context clues or correct details in definitions. Nearly the entire strand is above grade level or way above grade level in its developmentally appropriate descriptions.	12/2/2015 10:02 PM
3	Produce and Share Writing: Students may ideally type a one page paper in one sitting. I think two pages in a single sitting would be unrealistic at this age.	12/2/2015 4:21 PM
4	Writing 1.D.b Students are to produce a 2 page paper in one sitting. There is no way a 5th grade student can do that in our district. That would be a stretch for a 6th grade student. We do not have the facilities or the class time to devote to that standard.	12/2/2015 4:18 PM
5	W1B 1st- Change stay on topic with one main idea, not generating a paragraph. W2B1st- Change paragraph to several sentences about a topic. Research 1 (this is section is not named with the same pattern as the other standards, not sure what to call this standard)- B-F should be moved to second grade, instead keep the common core standard	12/2/2015 3:54 PM
6	The standards that are stated for Writing K-5 are much more rigorous than the 6-12 document, so is the K-5 too far-reaching, or is the 6-12 not reaching high enough? If students indeed are taught all of the skills listed for 5th grade, for example in 3A for 5th grade, there are 15 sub skills listed for the research process, why are these not continued into the 6-12th grade?	12/2/2015 9:44 AM
7	The "developmentally appropriate" language needs to be taken out of all standard strands. Not only does it scream anti- Common Core rhetoric, developmentally appropriate depends on the kid, not the grade level he or she is in. To deem certain standards developmentally appropriate at certain grade levels assumes all kids develop at the same rate which we know to be untrue.	12/2/2015 9:05 AM

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8	If it has not already been done, please check with several occupational therapists to be sure that beginning keyboarding skills at second grade is appropriate. I'm not saying that it isn't, but I'd like to know that the experts in the area of handwriting, keyboarding, and other fine motor skills have been consulted and a consensus has been formed among them. I'd also like to know that their feedback is used in determining when keyboarding and various handwriting skills should be introduced to students.	12/1/2015 10:46 PM
9	Keep the writing standards as close to the Common Core standards as possible. They work.	12/1/2015 10:21 PM
10	Research Standard K a-c is too abstract for kindergarten and is irrelevant at this age	12/1/2015 8:43 PM
11	Research Process 3 A b It states the learner needs to "create an individual question". This is limiting and should be plural, meaning it should state "create questions". The change would also make it match 3 A c which is plural. Students need an option of looking at a number of options for their research and not just one question.	12/1/2015 4:36 PM
12	This is a writing suggestion for 1st grade. First graders are blossoming as readers and writers during this crucial year. I feel that creating 3 detailed sentences on the same topic would be more grade appropriate than your proposed standard. The proposed standard would have them adding a topic and conclusion sentence to those sentences. Being a former 2nd grade teacher for many years, that's a skill more suitable for 2nd grade. Writing: W2B1st	12/1/2015 2:31 PM
13	writing 1st grade - W2B and create 3 super sentences on same subject- lack of resources and environmental factors 2nd grade - add topic and conclusions sentences to the super sentences	12/1/2015 2:21 PM
14	1st can write 3 sentences on the same topic and 2nd grade should write main idea with details and closing.	12/1/2015 2:10 PM
15	Shouldn't learning the writing process be embedded while learning how to write the three types of writing? View 6-12 format.	12/1/2015 8:51 AM
16	Kdg. needs to say with assistance on all writing. And needs to include responding through drawings and simple sentences. Ex. I see a horse. with the use of inventive spelling on words they do not have as a sight word.	12/1/2015 8:24 AM
17	The example genres listed under Narrative/Literary are not appropriate. I do not think the standards adequately address Narrative elements and plot structure in writing before students are supposed to master specific genres like science fiction, or a tall tale. A Narrative needs more than simply a beginning-middle-end. It needs a protagonist with compelling problem that they work to solve and is resolved in a satisfying way. This must be mastered in fiction writing before students can be successful experimenting with the types of conflicts and resolutions that are features of specific genres. I do not wish to suggest that 5th graders cannot write science fiction, only that the standards have not set them up for success in this across grade levels. Furthermore, I do not think that typing a minimum of two pages in one sitting is developmentally appropriate for a 10 year old, especially without curricularizing typing and computer skills. This would require space, time, equipment, and dedicated staff to prepare students for this expectation. This would put students attending schools without these resources significantly behind students attending more affluent districts. What support will DESE and the state of Missouri provide to make this expectation equitable for all students? However, even with these supports, I believe this standard may be out of reach for many, if not most, typically developing ten year olds.	12/1/2015 1:01 AM
18	The expectations, specifically in the area of writing, are not developmentally appropriate.	11/30/2015 9:00 PM
19	W1D (5th). Jumping from typing 1 page in a setting to a minimum of 2 pages in 5th grade is a abrupt jump. If the information and parts of the writing are there then I do not believe that a page limit is needed. Instead it should tell what is expected to be in the writing. There should be a focus on content versus length.	11/30/2015 4:44 PM
20	The prewriting, draft, and revise/edit writing standards should be a part of other writing standards. The process does not lend itself to assessment at each stage, but rather the final document is what is assessed. These stages are a part of teaching the writing process, but when pulled out, only adds additional unnecessary standards to the large number of standards which already exist.	11/30/2015 2:31 PM
21	The research component 5 is not developmentally appropriate for 5th graders. 5th graders are able to compare three different sources, write logically about these sources, and create a bibliography page, but they are not ready to use in text citations until a higher grade level. W1D 5th b. Fifth graders do not have the skills or stamina to type two pages in on sitting, however they could accomplish this;over multiple settings	11/30/2015 1:52 PM
22	The research component (coded with a 5 only) is not developmentally appropriate for 5th graders. 5th graders are able to compare three different sources and write logically about these sources, but they are not ready to use in-text citations. They are able to create a bibliography page, but they are no ready to use in-text citations. W1D 5th b: Fifth graders do not have the stamina to type two pages in one sitting. They could accomplish this over multiple sessions.	11/30/2015 1:52 PM
23	The research component (coded with a 5 only) is not developmentally appropriate for 5th graders. 5th graders are able to compare three different sources, write logically about these sources, and create a bibliography page, but they are not ready to use in-text citations. W1D 5th b. Fifth graders do not have the stamina to type two pages in one sitting. They could accomplish this over multiple sessions.	11/30/2015 1:51 PM

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24	The research component is too rigorous at this age level--not developmentally appropriate. Also, the expected command of keyboarding to type a minimum of two pages, ideally, in one sitting is not feasible for most 5th graders.	11/30/2015 1:51 PM
25	I feel the research component for 5th grade is not developmentally appropriate. Using in-text citations is way above 5th grade. They are struggling to write a cohesive paragraph. W1D 5th; b- Typing 2 pages in a single sitting is not achievable at this level. Again, they struggle to write a single paragraph.	11/30/2015 1:50 PM
26	The research component (coded with a 5 only) is not developmentally appropriate for 5th graders. 5th graders are able to compare three different sources and write logically about these sources, but they are not ready to use in-text citations. They are able to create a bibliography page. W1D 5th b. 5th grade students do not have the attention span to type two pages in one sitting. They are able to type two pages, but over multiple sessions.	11/30/2015 1:50 PM
27	The research component (coded with a 5 only) lacks developmental appropriateness for 5th graders. These proposed expectations seem to be intended for more mature writers. For example: 5th graders are able to compare three different sources and write logically about these sources, however, they are not ready to use in-text citations.	11/30/2015 1:50 PM
28	W 5th M The research component is too difficult for 5th grade. Not ready for in text citations. W 1 B 5th Expecting 5th graders to write 2 pages in one sitting is not grade appropriate.	11/30/2015 1:49 PM
29	The 5th grade research standards are much too difficult and are not developmentally appropriate for this age level. In text citations are too much for 5th graders I also feel that expecting a 5th grader (your average 5th grader) to sit down and type two pages in one sitting. It isn't logical.	11/30/2015 1:49 PM
30	The research component is too difficult and not developmentally appropriate.	11/30/2015 1:47 PM
31	Standard 1Ca for Grade K and 1 would better meet student needs with, "edit by leaving spaces between words and including a beginning capital letter and ending punctuation."	11/30/2015 1:09 PM
32	3.1.c. Apply a writing process to develop a text for audience and purpose. Add "transitions" to grade 2. Use "sequence" or "event order" - terminology should be consistent.	11/30/2015 1:08 PM
33	3.1.c. Apply a writing process to develop a text for audience and purpose. Add "transitions" to grade 2. Use "sequence" or "event order" from grade 2 to grade 3 - terminology should be consistent.	11/30/2015 12:29 PM
34	Apply a writing process to develop a text for audience and purpose. Kindergarten-respond to questions and suggestions, adding details to strengthen writing Inappropriate- leveled to high	11/30/2015 11:16 AM
35	W1B 5th Standard isn't brain friendly to teachers or students. Too much listed in one standard. W1C 5th Format is different in this strand with bullets listing proposed standards. While this might be a good way to identify the skills, it feels like the format should stay the same throughout. W1D 5th "demonstrating sufficient command of keyboarding skills? (This doesn't feel like it should be in this strand. Who is responsible for teaching keyboarding, technology?) W2A 5th e. reference the name of the author or name of the source used for details or facts included in the text (Too hard for 5th graders, seems more like a high school standard.) W2B5th g. use text structures (This is a text feature not a text structure.) W2C 5th Are we using nonfiction or informational text or both? Clarify terminology. Is "Research a writing standard?" this isn't clearly stated or identified in the format. Code has changed in this strand many times. Research 5 "Composite alignment of proposed standards" (what does this mean?) a-o Too many subheadings under this strand. Terminology problem again, informational text or nonfiction? Seems like some standards are too specific while others are too general.	11/30/2015 10:42 AM
36	What does "composite alignment of all proposed standards" mean? (Research 4-a.) Research 4-f,g, & k (standards are too difficult for 4th graders)	11/30/2015 10:33 AM
37	While technology is incorporated more into publishing, there is no mention of using dictionary, thesaurus or other print resources to edit writing. Technology is very helpful in this regard but still being able to use these print resources should be included. Typing a minimum of two pages seems excessive for fifth grade and typing for kindergarten seems too much. Technology should be incorporated but maybe not to the extent that it is. Many school districts do not have enough technology to accommodate this, and many students do not have technology at home. We should use technology but maybe adjusting how much and starting at certain grade levels should be revised.	11/30/2015 9:49 AM
38	The writing standards are well written, however, I think it should be added that "revision" does not mean "rewriting", especially in K-2 ;grades. Revision is NOT rewriting.	11/30/2015 9:49 AM
39	It seems that there are subjective parts to the standards. Will some type of rubric be provided so that all schools are using the same criteria to test for mastery? Writing legibly can be a very subjective point, especially when not all schools even use the same type of print (Zaner-Bloser vs. D'Nealian). Why are some punctuation standards no longer in the proposed standards? How was it decided which standards to remove? Using correct punctuation needs to be emphasized at every grade level. In first grade, the use of commas in dates and to separate single words in a series is an important skill to build on. When a student is learning to write; why not learn it CORRECTLY the first time?	11/30/2015 9:48 AM
40	Great job!	11/30/2015 9:48 AM

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41	W2Ad and W2Ae are not developmentally appropriate for third grade. Being able to reference the name of the authors or name of the source used for details or facts included in the text seems a higher grade level standard. Research 3i and 3j are also not developmentally appropriate for third grade. Students are still learning to write in their own words and creating a works cited page is not appropriate for this level.	11/30/2015 9:44 AM
42	W2Ad and W2Ae are not developmentally appropriate for third grade students. Being able to reference authors and sources within text is a skill more appropriate for middle school students. Research 3i and 3j are not developmentally appropriate for third grade students. Students are still learning to write in their own words and should not have to worry about using direct quotes from sources until later grades. A works-cited page is extremely developmentally inappropriate.	11/30/2015 9:44 AM
43	W1D Kdg Make the use of digital tools optional due to some schools are not advanced enough to have access to technological devices as well as the fact that this is not developmentally appropriate for most kindergarten students. W2C Kdg Most kindergarten do not understand the concept of poems.	11/30/2015 9:24 AM
44	W1D1st Make the use of digital tools optional due to some schools are not advanced enough to have this type of technology. This is a lot developmentally for most first graders.	11/30/2015 9:24 AM
45	W1D Kdg- Not all schools have access to technology for students to produce writing on devices. Also, students at this level are not developmentally ready to produce writing via technology. They are just learning how to use a computer as well as just learning their letters and letter sounds.	11/30/2015 9:23 AM
46	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:35 AM
47	The writing standards need to include handwriting instruction at the kindergarten level. One cannot assume that all children entering kindergarten have had the benefit of preschool and/or exposure to learning how to use and control writing tools; many have not. They must have time to develop the fine motor strength and control needed for all future writing. These standards (as those in the past) jump right into assuming that children can appropriately form letters. There must be intentional instruction dedicated to learning the proper pencil grip and path of movement needed to write before we teach different types of writing and responses to reading. Teaching handwriting is currently delegated to something that must be "fit in" around all the other demands.	11/27/2015 11:53 AM
48	Grade 3-5 W2A d and e as well as the research process: Direct quotations, references, and citations starting WITHOUT assistance in grade 3. This should progress beginning in 3rd grade with assistance and build from there.	11/24/2015 11:26 AM
49	I'm strictly looking at Kindergarten standards. Remember that these children are 5 and 6 years old. Some have never been introduced to a school setting before. A lot may have never seen their name on a written piece of paper. We have to build the foundation of this child. If you want to make standards such as these, then mandate that all children must enter a preschool setting for 9 months before entering Kindergarten. So many children come in not knowing how to hold a pencil, use scissors, or use a glue bottle. These standards seem to be written with the assumption that these children know all of these skills. If you expect all of this to be taught in Kindergarten so they can succeed in 1st grade, take into consideration the frustration of the child who comes to school knowing nothing, compared to the child next to him that went to a local preschool and knows most of their letters and can write their name.	11/23/2015 12:42 PM
50	Research Process: W.3.A.3.i- Using quotation marks to denote direct quotations from a source is too hard for 3rd grade students. Research Process: W.3.A.3.j- A works cited page with this many things is not appropriate for 3rd grade students. They can create a works cited page, but it would be more appropriate with just title and author or URL. 1st graders do not need to be able to write a paragraph. They make the types of texts they read, which is picture and non-fiction books. Informative/Explanatory: Students should not have to stay topic-specific about just things they are studying in school. Students will have more energy, excitement and stamina for writing if they are in control of their topic choice. They will choose topics they are experts on, and always research even if they are not. Students should be given choice in writing. (2.B.K-3)	11/23/2015 11:01 AM

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51	W1D for 5th grade indicates students should be able to demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting. Given the variety of technology settings in classrooms across the state and no requirements for grading of a student's keyboarding skills, I believe it is inappropriate to require a page minimum or suggested timeframe, such as "single sitting."	11/23/2015 12:53 AM
52	Citing and making a bibliography is not developmentally appropriate for 3rd-5th graders.	11/20/2015 2:39 PM
53	The modes of writing in K-1 which are Opinion/Argumentative, Informative/Explanatory are not developmentally appropriate structures for K-1. Writing structure for K-1 should surround the narrative text structure until that is underground, then move to other modes of writing in grade 2-5. Emergent and Early writers need to understand narrative text structure with a beginning, middle and end before moving forward with other structures.	11/20/2015 11:51 AM
54	The new proposed standards are not appropriate. By leaving the current MLS, we destroy the hard, quality work of teachers and administrators over the last several years. We would lose all the wonderful resources available to us because we share standards with so many other states.	11/20/2015 10:25 AM
55	Kindergarten students can do much more than what is written in these standards. Many standards are repeated (word for word) at subsequent grade levels.	11/19/2015 5:12 PM
56	Kindergarten students shouldn't be prewriting and then drafting. They should be writing - the paper/book serves as the prewriting.	11/19/2015 5:08 PM
57	The fact that 5th grade is writing opinion pieces rather than argumentative pieces is a step backward. This does not allow students to practice seeing both sides of an issue and justifying their thinking, nor being able to make justifiable decisions about what they believe in.	11/19/2015 5:02 PM
58	No progressions of complexity between grades 4 and 5 often.	11/19/2015 4:44 PM
59	Too narrow to have most teachers focus on three types of writing. While there is room for interpretation most teachers and materials eliminate all other kinds of writing!	11/18/2015 8:16 PM
60	3A--Research Process is too in depth. This age level is not developmentally able to organize and cite the information that the standard states. Our students do research writing, but to get so technical that they are expected to cite sources, authors, and pages numbers is way too much for this age level.	11/18/2015 10:47 AM
61	3.A Research Process is too in depth. Students having the responsibility of having to include citations and organize their writing in this process is overwhelming. Our students write a report on a Famous Missourian or a president, but this much depth takes too much time and responsibility for 4th graders.	11/18/2015 10:45 AM
62	The standards in this strand have been watered down and lack the rigor our students need to become college and career ready.	11/18/2015 9:05 AM
63	These standards most accurately reflect the work from the CCSS with few changes so they are on a better track.	11/17/2015 9:53 PM
64	This domain is completely over the top! Over the past several years, Missouri has tried to impress the other states with ridiculously developmentally inappropriate curriculums to the detriment of its students and educators. There is no way to THOROUGHLY teach this proposed curriculum to mastery as written. Just because you push standards down a grade level or two does NOT make a curriculum rigorous. It just makes it unwieldy, developmentally inappropriate, and setting the students up for failure. I would ask that you would majorly overhaul this domain according to what each grade level should be able to master (in reality!). 3rd Grade's should at least say "with assistance."	11/17/2015 4:23 PM
65	W1C Kdg: Not ready to pre-write. a. Doesn't make sense. Editing is making corrections.	11/16/2015 5:34 PM
66	Expecting 5th graders to "Record bibliographic information according to a standard format" is not developmentally appropriate. At this age, many students are not able to remember to put a punctuation at the end of their sentence. They still need constant reminders all the time. Another problem is that even instructors at colleges and universities cannot keep up with the changes in MLA, APA, etc. Besides, there are many standard formats adapted for different professions. Which specific format would 5th graders be required to learn?	11/14/2015 10:40 AM
67	In the opinion section it says to use transition words (first, next, last) it doesn't fit with an opinion writing.	11/13/2015 3:15 PM
68	I like the writing portion a lot.	11/13/2015 2:33 PM
69	W2A3rd letters d and e - referencing resources is in no way shape or form something that a 8 year old student should be expected to do W2c3rd letters a-d: I believe that extending the writing process to plays at this time is not allowing students to perfect some of the basic types of writing	11/13/2015 11:04 AM
70	W2A 3rd letters d and e referencing resources is not age appropriate. W2C 3rd a-d Extending the writing process to plays at this time is not allowing students to perfect the basic types of writing.	11/13/2015 11:04 AM
71	Research. Students are still trying to put together narratives correctly. A research paper with citations is not 3rd grade developmentally appropriate.	11/13/2015 11:04 AM

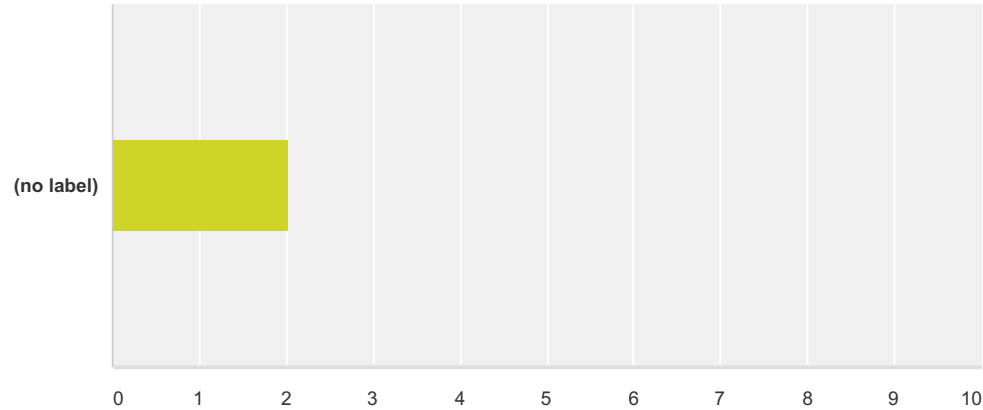
HB1490 Work Group - English Language Arts (ELA) K-5

72	W.2.A.3.e - reference the name of the author(s) or name of the source used for details or facts included in the text Most third graders will not be ready to quote directly or reference sources. Revise to say: "Provide a list of sources at the end of a research paper or reference the name of the author(s) or name of the source used for details or facts included in the text." W.3.A.3.j - create a works-cited page from notes, including the author, title, publisher and publication year for each source Stick to author and title in 3rd grade. Add publisher and publication year in 4th grade. Expect standard format in 5th grade, but save in-text citations for 6th grade.	11/12/2015 10:39 PM
73	First grade standards: At this age, SOME students can accomplish SOME of this, but it is really not developmentally appropriate for them to be writing complex, specific pieces. Working on sentences, capitalization, punctuation, details are more appropriate writing criteria for this age level. Practicing writing for fun, being creative; these should be our goals for a first grader.	11/12/2015 2:51 PM
74	How can we teach students to write nonfiction, but not teach them how to read nonfiction.	11/12/2015 11:33 AM
75	W1D This is difficult if not a tech rich classroom or school. W2Ad Not grade appropriate to site resources in a 3rd grade persuasive writing.	11/12/2015 11:25 AM
76	Questioning if second grade students are developmentally ready to write paragraph(s) with one main idea. Third graders struggle to do this yet.	11/12/2015 11:24 AM
77	I'm questioning if second grade students are developmentally ready to write paragraphs with one main idea.	11/12/2015 11:24 AM
78	Providing references on writing for a third grader and testing it doesn't seem developmentally appropriate at all especially for opinion writing.	11/12/2015 11:20 AM
79	Grammar, 4th grade, skill "g" is learned in 2nd and 3rd grade. This is not developmentally appropriate at 4th grade, as it's already been taught. Why include again?	11/12/2015 11:15 AM
80	3.A. Grade One - I think we are getting out of the developmentally appropriate area on this one. See questions below. a. How many "how to" books are written at a first grade level? Not many. It does not do any good to explore if they can't read any of it. b. Children are still mostly at the concrete stage at this point. What topics are you thinking would be interesting for 6 and 7 year olds? c. Do realize how long it takes for most kids to write a sentence? Not sure how well developed their interview skills are this point. May be if the "expert" wrote some things for them in simple language... d. This would need to be done as a group e. Children at this age, do not have the attention spans to listen to presentations from their peers on topics for very long f. self-evaluate using previously established teacher criteria - Most students at this age are not self evaluating. The teacher may talk with them, but they are not thinking deeply about their work when it is finished.	11/11/2015 4:06 PM
81	Our main goal is to have our students writing complete and coherent sentences with proper mechanics by the end of the school year. We feel that writing paragraphs for some students is developmentally inappropriate.	11/11/2015 3:04 PM
82	Standards are not aligned in any way building off of vertical grade levels. There is no rigor in the standards. The standards have been broken down and there are no application skills. Students must not only learn and know the standards, but also be able to apply them. Reinforcement is necessary, but no new skills are added after third grade standards.	11/10/2015 10:49 AM
83	Too much, asking 8-9 year olds to write anything from a narrative to simple research. Writing is very difficult to teach/learn students are being asked to be creative-researchers. If they "master" one type of writing at this level it is quite an achievement.	11/8/2015 9:23 AM
84	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:35 AM
85	4th and 5th grade need to be writing letters.	11/5/2015 10:21 AM
86	My school does not have the technology available for teaching second graders keyboarding and requiring them to type papers.	11/4/2015 11:43 AM
87	I do not feel that 5th graders are cognitively prepared to write multiple paragraph texts to the standard given.	11/2/2015 7:55 PM

Writing

Q22 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 197 Skipped: 579



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	44.67% 88	24.37% 48	15.23% 30	15.74% 31	197	2.02

#	Suggested revisions for standards:	Date
1	The proposed standards do appear to follow a path but are repetitive. In an attempt to make the current standards more specific, I find them repeating in multiple places. For example, in the fourth grade drafting strand, students are to generate a main idea to support multiple paragraphs, establish a main idea with supporting details near the beginning of the paragraph, categorize information and sequence details appropriately. In each of the three types of writing strands, similar standards appear with each strand. By repeating standards that say the same thing using a different wording is confusing. If the intent is the same, then it only needs to be stated one time. The current MO Learning Standards are more general and allow for a clear understanding of what is expected at each grade without being repetitive. Please keep the current MO Learning Standards.	12/2/2015 10:18 PM
2	We would like some examples of conventional/digital tools our students could use to produce and publish writing.	12/2/2015 10:02 PM
3	Writing 1.D.b Students are to produce a 2 page paper in one sitting. There is no way a 5th grade student can do that in our district. That would be a stretch for a 6th grade student. We do not have the facilities or the class time to devote to that standard.	12/2/2015 4:18 PM
4	See statement above.	12/2/2015 9:44 AM
5	Many standards are repeated throughout grade levels. It seems there was little to know communication between grade levels to discuss vertical alignment. This keeps it from being coherent and a continual path or rigor. Narrative components of theme, plot, character, etc. are left out of Standard 1.B. The substandards only address content that would apply to opinion and expository writing. Standard 1.C.--editing and revising are two completely different skills. To clump them together embeds a misconception that they are the same. 2.A: in grades 4-5 substandard a) and g) are redundant. 2.B--Organizational format is not hit until 5th grade??? This must be addressed! Standard 3.A is a mess! I have no other way to put it. 15 substandards for 5th grade is outlandish and they are all so disconnected and unorganized there is no way to create a clear vision of the expectations here. Teachers will simply get overwhelmed and not do it, or do each of those in isolation which is not the work of a true researcher.	12/2/2015 9:05 AM
6	I have not had sufficient time to be able to analyze if the standards follow a coherent path across the grade levels.	12/1/2015 10:21 PM
7	1st grade writing W2B create 3 super sentences on same subject. 2nd grade add topic/conclusion sentences	12/1/2015 2:21 PM

HB1490 Work Group - English Language Arts (ELA) K-5

8	Shouldn't learning the writing process be embedded while learning how to write the three types of writing? View 6-12 format.	12/1/2015 8:51 AM
9	I believe the Narrative/Literary standards lack coherence across grade levels because they do not adequately prepare students write Narrative test. The specific genres suggested are not appropriate with the instruction laid out by the standards.	12/1/2015 1:01 AM
10	The standards that require kindergarten and first grade students to write beyond simple sentences are developmentally inappropriate.	11/30/2015 9:00 PM
11	The standards are doubled in 5th grade. There are the same basic standards for each grade prior.	11/30/2015 4:44 PM
12	The prewriting, draft, and revise/edit writing standards should be a part of other writing standards. The process does not lend itself to assessment at each stage, but rather the final document is what is assessed. These stages are a part of teaching the writing process, but when pulled out, only adds additional unnecessary standards to the large number of standards which already exist.	11/30/2015 2:31 PM
13	See above suggestions.	11/30/2015 1:50 PM
14	Standard 1Db, begins in 2nd grade with an introduction of keyboarding skills. Continue this standard through grades 3-5 with keyboarding practice/reinforcement.	11/30/2015 1:09 PM
15	The progressions are not strong in the upper grade levels. It is difficult to see the differences between 4th and 5th grade.	11/30/2015 1:02 PM
16	W1B 5th Standard isn't brain friendly to teachers or students. Too much listed in one standard. W1C 5th Format is different in this strand with bullets listing proposed standards. While this might be a good way to identify the skills, it feels like the format should stay the same throughout. W1D 5th "demonstrating sufficient command of keyboarding skills? (This doesn't feel like it should be in this strand. Who is responsible for teaching keyboarding, technology?) W2A 5th e. reference the name of the author or name of the source used for details or facts included in the text (Too hard for 5th graders, seems more like a high school standard.) W2B5th g. use text structures (This is a text feature not a text structure.) W2C 5th Are we using nonfiction or informational text or both? Clarify terminology. Is "Research a writing standard?" this isn't clearly stated or identified in the format. Code has changed in this strand many times. Research 5 "Composite alignment of proposed standards" (what does this mean?) a-o Too many subheadings under this strand. Terminology problem again, informational text or nonfiction? Seems like some standards are to specific while others are to general.	11/30/2015 10:42 AM
17	Coding needs to be consistent and clear. It is hard to follow the strands.	11/30/2015 10:33 AM
18	Writing standards have too much required starting in kindergarten. They are too young to produce or publish pieces of writing.	11/30/2015 9:49 AM
19	Besides above suggestions, the standards are coherent.	11/30/2015 9:44 AM
20	Besides above suggestions, standards follow a coherent path.	11/30/2015 9:44 AM
21	The progressions are not strong in upper grades and it is difficult to see the difference between 4th and 5th.	11/30/2015 9:33 AM
22	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:35 AM
23	Grade 3- W1B a: Students should be expected to use a variety of sentence types, not exclusive to imperative and exclamatory. Grade 4-5 W2C f: Use of figurative language is highly appropriate for narrative writing at this level, however, we were struggling to find where in the overall proposed standards the skill was located. Students will need work on figurative language in more than 1 area to build proficiency.	11/24/2015 11:26 AM

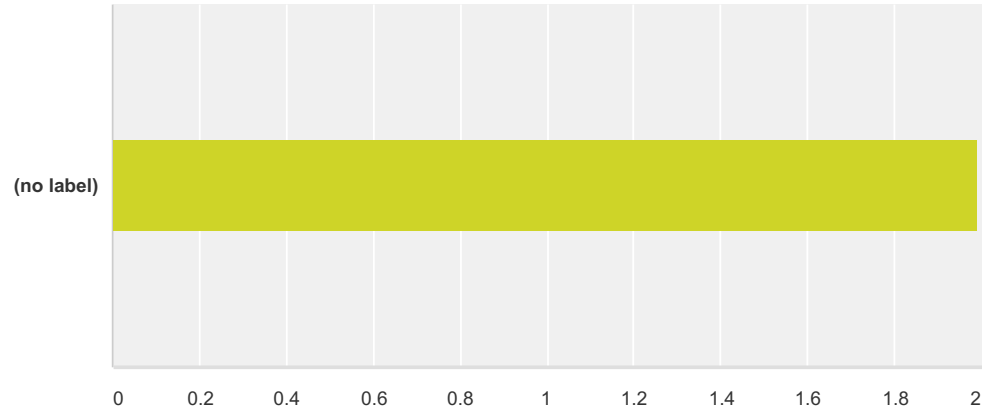
HB1490 Work Group - English Language Arts (ELA) K-5

24	Make sure the foundation is built in Kindergarten before expecting so much in First Grade. The timeline of how this can all be presented and retained is sketchy. We only have 9 months. The first 3 are foundation skills with writing names, learning their letters, learning early sight words. For struggling students who came in with nothing will have a hard time getting in to this process. To expect so many skills that are first grade skills now is crazy to me.	11/23/2015 12:42 PM
25	The lack of anchor standards is troubling. The proposed standards are rambling and at times incoherent.	11/20/2015 10:25 AM
26	Many standards repeat at subsequent grades.	11/19/2015 5:12 PM
27	There is no difference between the 4th and 5th grade writing process standards. There is no difference between the 4th and 5th grade editing process standards. Also, editing and revising are two very different things. The only difference between producing and publishing writing is for 5th graders to write two pages instead of one... there is a lot more that goes into producing and publishing writing other than page requirements. If that's how we are measuring students, we are in trouble.	11/19/2015 5:02 PM
28	No path apparent for many. A simple copy and paste.	11/19/2015 4:44 PM
29	This is too technical for this age group.	11/18/2015 10:45 AM
30	Standards lack rigor for our students to become successful writers and prepared for college and career opportunities. Examples used as writing prompts do not align with the newly proposed science and social studies standards. Did anyone take into consideration the changes being made within each of the content areas?	11/18/2015 9:05 AM
31	The drafting standards are really referencing the work done in expository writing specifically. Main idea of a paragraph or of a piece is really expository - not narrative. These need to either be more general or be eliminated here and incorporated into the genre specific standards. Same with the editing/revising standards. It shows a lack of understanding about the writing process. The additional list of standards for research are excessive, especially at 4th and 5th grade. there could be some additional standards dealing with research, but again this is too many.	11/17/2015 9:53 PM
32	This domain is completely over the top! Over the past several years, Missouri has tried to impress the other states with ridiculously developmentally inappropriate curriculums to the detriment of its students and educators. There is no way to THOROUGHLY teach this proposed curriculum to mastery as written. Just because you push standards down a grade level or two does NOT make a curriculum rigorous. It just makes it unwieldy, developmentally inappropriate, and setting the students up for failure. I would ask that you would majorly overhaul this domain according to what each grade level should be able to master (in reality!). 3rd Grade's should at least say "with assistance."	11/17/2015 4:23 PM
33	The rest is fine.	11/16/2015 5:34 PM
34	It is difficult to understand the progression between 4th and 5th grades.	11/16/2015 3:53 PM
35	There is not much difference between the 4th and 5th grade standards.	11/16/2015 2:43 PM
36	progression from 4-5?	11/16/2015 11:22 AM
37	Difficult to see differences between 4th and 5th grades	11/16/2015 10:50 AM
38	Between grades 1-3 it seems theres not much added as for expectations wise, and then 4th grade adds quite a bit more, but still doable.	11/13/2015 11:19 AM
39	These start, in Kindergarten, entirely too high, and continue to expect a frustrating skill level of students, throughout the grade levels.	11/12/2015 2:51 PM
40	The last standard is inappropriate for the primary grades. At best it could modeled by the teacher. I do not feel that last standard is appropriate for K or 1.	11/11/2015 4:06 PM
41	There is no coherent path of standards from grade to grade. There is no expansion of skills or introduction of skills in fourth and fifth grade. While reinforcement of skills is important, students must be learning new skills in those two grade levels in order to be prepared for middle school and high school, and college and career readiness.	11/10/2015 10:49 AM
42	Deeper logic and reasoning through progression of grade levels.	11/9/2015 11:29 AM
43	Yes follow path.	11/8/2015 9:23 AM
44	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:35 AM

Writing

Q23 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 195 Skipped: 581



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	46.15% 90	23.59% 46	15.38% 30	14.87% 29	195	1.99

#	Suggested revisions for standards:	Date
1	By creating standards with more specificity, the number of standards has increased. It will be harder for teachers to go into greater depth with the proposed standards. The standards feel contrived and not realistic for teachers to implement. Please keep the current MO Learning Standards.	12/2/2015 10:18 PM
2	Literary techniques should be about all types of writing not just nonfiction.	12/2/2015 5:21 PM
3	Writing 1.D.b Students are to produce a 2 page paper in one sitting. There is no way a 5th grade student can do that in our district. That would be a stretch for a 6th grade student. We do not have the facilities or the class time to devote to that standard.	12/2/2015 4:18 PM
4	See statement above. 5th grade seems EXTREMELY rigorous, more like what should be expected 6-8. However, the proposed 6-8 Writing standards have no where near the same expectations.	12/2/2015 9:44 AM
5	See comments above	12/2/2015 9:05 AM
6	Yes, rigorous	12/1/2015 10:21 PM
7	writing in 1st grade should be 3 super sentences	12/1/2015 2:21 PM
8	1st can write 3 sentences on the same topic and 2nd grade should write main idea with details and closing.	12/1/2015 2:10 PM
9	Shouldn't learning the writing process be embedded while learning how to write the three types of writing? View 6-12 format.	12/1/2015 8:51 AM
10	Kdg. students should not have to publish writing. Getting them to write their ideas down is developmentally appropriate.	12/1/2015 8:24 AM
11	The standards are too severe and are not developmentally appropriate.	11/30/2015 9:00 PM
12	The prewriting, draft, and revise/edit writing standards should be a part of other writing standards. The process does not lend itself to assessment at each stage, but rather the final document is what is assessed. These stages are a part of teaching the writing process, but when pulled out, only adds additional unnecessary standards to the large number of standards which already exist.	11/30/2015 2:31 PM

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13	see above	11/30/2015 1:52 PM
14	see above comments	11/30/2015 1:51 PM
15	See above suggestions.	11/30/2015 1:50 PM
16	W Expecting 5th graders to write 2 pages in one sitting is not grade difficult	11/30/2015 1:49 PM
17	The standards are definitely rigorous--perhaps too rigorous.	11/30/2015 1:49 PM
18	see above	11/30/2015 1:47 PM
19	W1B 5th Standard isn't brain friendly to teachers or students. To much listed in one standard. W1C 5th Format is different in this strand with bullets listing proposed standards. While this might be a good way to identify the skills, it feels like the format should stay the same throughout. W1D 5th "demonstrating sufficient command of keyboarding skills? (This doesn't feel like it should be in this strand. Who is responsible for teaching keyboarding, technology?) W2A 5th e. reference the name of the author or name of the source used for details or facts included in the text (To hard for 5th graders, seems more like a high school standard.) W2B5th g. use text structures (This is a text feature not a text structure.) W2C 5th Are we using nonfiction or informational text or both? Clarify terminology. Is "Research a writing standard?" this isn't clearly stated or identified in the format. Code has changed in this strand many times. Research 5 "Composite alignment of proposed standards" (what does this mean?) a-o To many subheadings under this strand. Terminology problem again, informational text or nonfiction? Seems like some standards are to specific while others are to general.	11/30/2015 10:42 AM
20	They will be acceptable after above suggested revisions are made.	11/30/2015 10:33 AM
21	The standards are definitely rigorous. I feel that they are too rigorous for kindergarten. They do not seem developmentally appropriate in all grades. Students in third grade and fourth grade having to directly quote in text seems too rigorous for them. They do not seem cognitively ready for it.	11/30/2015 9:49 AM
22	Some standards are too high for the age group being considered.	11/30/2015 9:48 AM
23	The research standards should be reviewed within the 3rd - 5th grade levels. Many of the standards are a repetition to each other. If there could be less standards and make each more detailed, instead of several matching standards that are simply reworded from a previous one, this would make things more clear.	11/30/2015 9:37 AM
24	The rigor is too much. We can expect some kids to be able to do this but not all.	11/29/2015 7:42 PM
25	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:35 AM
26	The produce/publish and share proposed standards include keyboarding skills with minimum page numbers per setting. We are concerned about the parameters for this expectation and the direction for instruction for this- typing of a poem versus compose/type 1 page narrative to a prompt in 1 setting (40 minutes in computer lab?).	11/24/2015 11:26 AM
27	Yes high expectations should be there. You also have to think of the means in which you set those expectations. If those expectations are set too high, there's going to be more failure than accomplishment when they are pushed to far.	11/23/2015 12:42 PM
28	1st grade- adding "with assistance" to ALL standards is taking a step backwards. First grade students can and should have assistance in writing, but not in all areas. Revise/Edit: 1.C.K.a- Kindergartners should not only be held responsible for spaces between words. They should also be held responsible for editing for conventions of language such as capital letters at the beginning of a sentence, capitalizing pronouns and "I", and using correct ending punctuation.	11/23/2015 11:01 AM
29	Consider writing in response to reading using textual evidence to support responses.	11/20/2015 11:14 AM

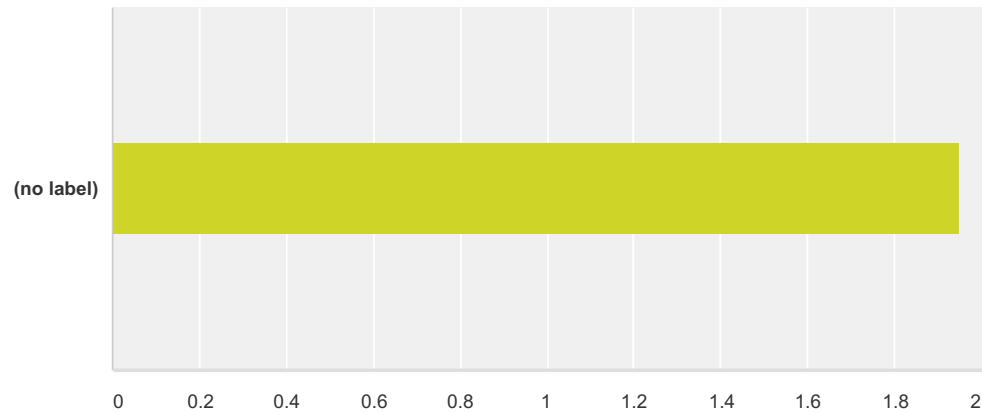
HB1490 Work Group - English Language Arts (ELA) K-5

30	Often, standards have been added which are implied by current standards. The language of the proposed standards has neutered the strong work of the current standards.	11/20/2015 10:25 AM
31	Why are example prompts given? Student should not be writing to prompts. It is much more rigorous as a writer to develop and write about your own idea.	11/19/2015 5:12 PM
32	See above comment about opinion writing in 5th grade. The rigor between the standards in 4th grade vs. 5th grade are a joke! Narrative writing?! An epitaph vs. science fiction vs. a limerick?! What was this about students writing two pages? If my students write an epitaph in 5th grade as a narrative piece of writing, I am doing an injustice for students.	11/19/2015 5:02 PM
33	Between grades 4 and 5 the expectations are not pushing students to rise to a higher level.	11/19/2015 4:44 PM
34	Revision needs to take place including the qualities of writing, writing behaviors, and a more rigorous path to helping our students become proficient writers. Examples used as writing prompts do not align with the newly proposed science and social studies standards.	11/18/2015 9:05 AM
35	Students can produce writing without "assistance" prior to 2nd grade. The writing process itself will provide for feedback and support, but young students can produce developmentally appropriate writing before 3rd grade.	11/17/2015 9:53 PM
36	This domain is completely over the top! Over the past several years, Missouri has tried to impress the other states with ridiculously developmentally inappropriate curriculums to the detriment of its students and educators. There is no way to THOROUGHLY teach this proposed curriculum to mastery as written. Just because you push standards down a grade level or two does NOT make a curriculum rigorous. It just makes it unwieldy, developmentally inappropriate, and setting the students up for failure. I would ask that you would majorly overhaul this domain according to what each grade level should be able to master (in reality!). 3rd Grade's should at least say "with assistance."	11/17/2015 4:23 PM
37	High expectations would be lovely. This are unrealistic and frustrating to students.	11/12/2015 2:51 PM
38	See previous answers	11/11/2015 4:06 PM
39	Too rigorous.	11/11/2015 3:04 PM
40	There is no rigor in any of the new standards presented. Students under the high school level not only see no rigor and some do not even have new skills enforced, but once they begin high school level courses with more rigor, they will not be prepared for the coursework or rigor presented.	11/10/2015 10:49 AM
41	Rigor is there. Embedded through different steps in the writing process.	11/9/2015 11:29 AM
42	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:35 AM
43	Identifying adverbs and adjectives is too confusing. Second graders should be required to identify adjectives only in order to avoid misconceptions.	11/4/2015 11:43 AM
44	I believe that standards should be rigorous, however if we ask students to do things at a frustrating level, it will detour them in gaining intrinsic motivation,	11/2/2015 7:55 PM

Writing

Q24 The majority of the standards in this strand can be assessed, in the classroom and/or on a state assessment.

Answered: 190 Skipped: 586



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	46.32% 88	25.26% 48	15.79% 30	12.63% 24	190	1.95

#	Suggested revisions for standards:	Date
1	The types of writing can be assessed using a writing prompt. I am not sure how the writing process can easily be assessed.	12/2/2015 10:18 PM
2	The prewriting, draft, and revise/edit writing standards should be a part of other writing standards. The process does not lend itself to assessment at each stage, but rather the final document is what is assessed. These stages are a part of teaching the writing process, but when pulled out, only adds additional unnecessary standards to the large number of standards which already exist.	12/2/2015 5:21 PM
3	Writing 1.D.b Students are to produce a 2 page paper in one sitting. There is no way a 5th grade student can do that in our district. That would be a stretch for a 6th grade student. We do not have the facilities or the class time to devote to that standard.	12/2/2015 4:18 PM
4	W1D 5th: Not all schools have computers for every student in their classroom to focus on typing skills. It would take a tremendous amount of time to focus on this, and that is time that most teachers don't have.	12/2/2015 3:23 PM
5	In light of inappropriate standards, this is a moot point.	12/2/2015 9:44 AM
6	As most of the skills listed are rote and surface level, they will be easily assessed but not in a way that matters to teachers or students.	12/2/2015 9:05 AM
7	Yes, the standards can be assessed in the classroom, but is that all we are going to do is assess and reassess students. When using standards based grading, the standards need to be simplified so we can accomplish this task.	12/1/2015 10:21 PM
8	most 1st grade skills should be introduced without mastery	12/1/2015 2:21 PM
9	Shouldn't learning the writing process be embedded while learning how to write the three types of writing? View 6-12 format.	12/1/2015 8:51 AM
10	The kindergarten and first grade standards are not grade level appropriate.	11/30/2015 9:00 PM

HB1490 Work Group - English Language Arts (ELA) K-5

11	The prewriting, draft, and revise/edit writing standards should be a part of other writing standards. The process does not lend itself to assessment at each stage, but rather the final document is what is assessed. These stages are a part of teaching the writing process, but when pulled out, only adds additional unnecessary standards to the large number of standards which already exist.	11/30/2015 2:31 PM
12	See above suggestions	11/30/2015 1:50 PM
13	note changes to research standards above	11/30/2015 1:49 PM
14	see above	11/30/2015 1:47 PM
15	W1B 5th Standard isn't brain friendly to teachers or students. Too much listed in one standard. W1C 5th Format is different in this strand with bullets listing proposed standards. While this might be a good way to identify the skills, it feels like the format should stay the same throughout. W1D 5th "demonstrating sufficient command of keyboarding skills? (This doesn't feel like it should be in this strand. Who is responsible for teaching keyboarding, technology?) W2A 5th e. reference the name of the author or name of the source used for details or facts included in the text (Too hard for 5th graders, seems more like a high school standard.) W2B5th g. use text structures (This is a text feature not a text structure.) W2C 5th Are we using nonfiction or informational text or both? Clarify terminology. Is "Research a writing standard?" this isn't clearly stated or identified in the format. Code has changed in this strand many times. Research 5 "Composite alignment of proposed standards" (what does this mean?) a-o To many subheadings under this strand. Terminology problem again, informational text or nonfiction? Seems like some standards are too specific while others are too general.	11/30/2015 10:42 AM
16	They will be acceptable after above suggested revisions are made.	11/30/2015 10:33 AM
17	Many things are still subjective and not all teachers teach the same way or even the same content across the state regardless of standards in place.	11/30/2015 9:48 AM
18	Some of these are subjective to listener and implementer.	11/30/2015 9:28 AM
19	There is too much here to reasonably assess. We spend more time assessing kids than teaching. Writing takes a long time to assess. I should be able to spend time with my family on the weekends and evenings without drowning in the amount of writing to assess.	11/29/2015 7:42 PM
20	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:35 AM
21	K - 2 writing assessments need to surround the narrative text structure, While 3-5 should involve argumentative or informational	11/20/2015 11:51 AM
22	There is clear evidence that our current standards work. I feel we have caved to a minority group who has no real stake in our public schools and clearly has no understanding of the current standards. Many statements made about the current standards are inaccurate and demonstrate not only a lack of understanding, but clear evidence the standards have not been read.	11/20/2015 10:25 AM
23	What would a writing rubric look like for assessing these standards?	11/19/2015 5:12 PM
24	As mentioned before, they can be tested on these standards using a multiple choice test. Writer's are much more than a multiple choice test.	11/19/2015 5:02 PM
25	Many of these are can and cannot do standards, not necessarily craft and skills.	11/19/2015 4:44 PM
26	You can't assess writing with a multiple choice test.	11/18/2015 8:16 PM
27	Examples used as writing prompts do not align with the newly proposed science and social studies standards, if the intent is to assess writing based on other content areas it would be vital to make sure the prompts given to students are actually taught in that year.	11/18/2015 9:05 AM

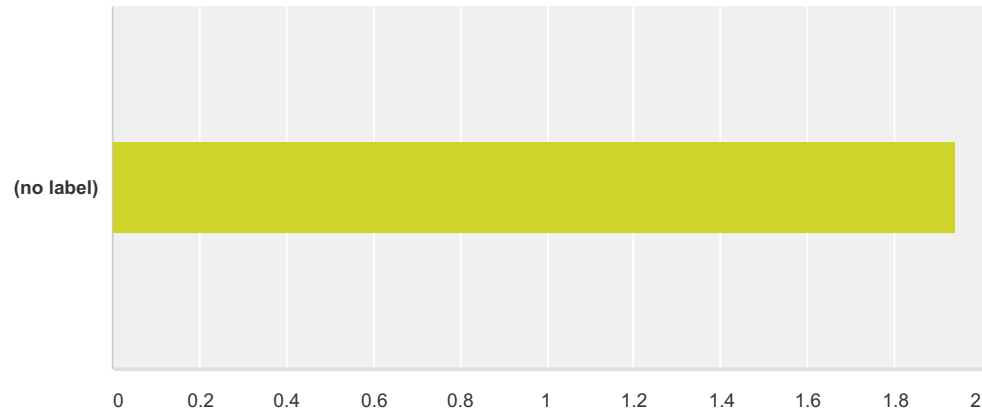
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28	The prompts you give at the bottom of the Opinion genre are Persuasive, not opinion. There is a very clear definition of the difference in the appendices of the CCSS. There is a reason to do opinion writing and lead to argument rather than persuasive. You have named opinion, but your examples are persuasive.	11/17/2015 9:53 PM
29	This domain is completely over the top! Over the past several years, Missouri has tried to impress the other states with ridiculously developmentally inappropriate curriculums to the detriment of its students and educators. There is no way to THOROUGHLY teach this proposed curriculum to mastery as written. Just because you push standards down a grade level or two does NOT make a curriculum rigorous. It just makes it unwieldy, developmentally inappropriate, and setting the students up for failure. I would ask that you would majorly overhaul this domain according to what each grade level should be able to master (in reality!). 3rd Grade's should at least say "with assistance."	11/17/2015 4:23 PM
30	Many standards?	11/16/2015 11:22 AM
31	All of the standards are with assistance so it is unclear what is expect for students to master the skills.	11/13/2015 3:14 PM
32	How do you assess standards that are "with assistance?"	11/13/2015 2:09 PM
33	It is very difficult to assess the writing process on a standardized test.	11/13/2015 1:09 PM
34	I think it is very difficult to assess the writing process on a state standardized test.	11/13/2015 1:06 PM
35	The writing process is very difficult to assess on a standardized test.	11/13/2015 1:05 PM
36	W1D This is difficult if not a tech rich classroom or school. W2Ad Not grade appropriate to site resources in a 3rd grade persuasive writing.	11/12/2015 11:25 AM
37	It would be hard to have time to assess or dicte each students writing.	11/11/2015 3:04 PM
38	None of the standards require application of critical thinking skills. Recalling concepts and skills without applying new skills will not prepare students for real world situations or prepare students for college or future careers. While the standards can be assessed, they are not applicable or relevant to students' lives.	11/10/2015 10:49 AM
39	There are too many standards per grade level in the proposed ELA K-5 standards. It would be impossible to assess all the standards, and will therefore lead to confusion as to which standards should be prioritized and which ones should not.	11/6/2015 10:35 AM
40	Please add what type of format is wanted for citations.	10/28/2015 9:04 AM

Writing

Q25 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 190 Skipped: 586



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	46.84% 89	24.21% 46	17.37% 33	11.58% 22	190	1.94

#	Suggested revisions for standards:	Date
1	There are too many standards for each grade level. It is not necessary to repeat standards in each strand using slightly different wording. The research strand looks decent. It is still lengthy but it is easy to follow.	12/2/2015 10:18 PM
2	Too many standards and little alignment with 6 Traits of Writing, the scoring rubric most districts have been using for years to prepare for MAP.	12/2/2015 5:21 PM
3	Writing 1.D.b Students are to produce a 2 page paper in one sitting. There is no way a 5th grade student can do that in our district. That would be a stretch for a 6th grade student. We do not have the facilities or the class time to devote to that standard.	12/2/2015 4:18 PM
4	The way some skills are listed could cause confusion for teachers. For example, in 1C, Revise/Edit, "a" is "edit" and "b" is "develop". This is actually backwards to the way it should be approached with students. The standards for 1B "Draft" also seem confusing, since specifics are given in further standards W2A-C. It appears that some of the information conflicts. Even with the statement, "Appropriate to genre type, develop a draft from prewriting by..." having some of those items listed here can seem conflicting. For example 1B.5.d, "restating the overall main idea in the concluding statement" does not actually apply to several forms of writing, such as many narrative types.	12/2/2015 9:44 AM
5	3.A is not understandable to anyone. I would like to ask those who created them to explain them to me to see if they can even articulate what they are looking for here.	12/2/2015 9:05 AM
6	Standard W2B Kdg is unclear. The current MLS W.K.2 is more concise and wording is clear. Standard W2C Kdg. is worded in a confusing way. Keep current MLS W.K.3 wording, but add imaginative experience to standard	12/1/2015 8:43 PM
7	writing should be 3 super sentences in 1st grade	12/1/2015 2:21 PM
8	The kindergarten and first grade standards are not grade level appropriate.	11/30/2015 9:00 PM
9	The prewriting, draft, and revise/edit writing standards should be a part of other writing standards. The process does not lend itself to assessment at each stage, but rather the final document is what is assessed. These stages are a part of teaching the writing process, but when pulled out, only adds additional unnecessary standards to the large number of standards which already exist.	11/30/2015 2:31 PM

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10	See above	11/30/2015 1:51 PM
11	See above suggestions	11/30/2015 1:50 PM
12	see above	11/30/2015 1:47 PM
13	The organization is okay. However, due to the long lists of letters it creates too many standards for teachers to address in writing. At the 5th grade level teachers would need to address 49 writing standards. That is not possible for one school year.	11/30/2015 1:02 PM
14	W1B 5th Standard isn't brain friendly to teachers or students. Too much listed in one standard. W1C 5th Format is different in this strand with bullets listing proposed standards. While this might be a good way to identify the skills, it feels like the format should stay the same throughout. W1D 5th "demonstrating sufficient command of keyboarding skills? (This doesn't feel like it should be in this strand. Who is responsible for teaching keyboarding, technology?) W2A 5th e. reference the name of the author or name of the source used for details or facts included in the text (Too hard for 5th graders, seems more like a high school standard.) W2B5th g. use text structures (This is a text feature not a text structure.) W2C 5th Are we using nonfiction or informational text or both? Clarify terminology. Is "Research a writing standard?" this isn't clearly stated or identified in the format. Code has changed in this strand many times. Research 5 "Composite alignment of proposed standards" (what does this mean?) a-o To many subheadings under this strand. Terminology problem again, informational text or nonfiction? Seems like some standards are too specific while others are too general.	11/30/2015 10:42 AM
15	They will be acceptable after above suggested revisions are made.	11/30/2015 10:33 AM
16	Provide example texts so we know to what extent to teach it. The prompts are great examples.	11/30/2015 9:49 AM
17	Not much of this is explainable to parents. We are still dealing with many families that do not have access to technology within their homes. Socio-economic levels are still causing great divides in the understanding and use of technology. A lot of assumptions are being made that since "everyone" has a smart phone they are able to access and use such things as google docs to write a research paper.	11/30/2015 9:48 AM
18	Research 3 the standard Composite alignment of all proposed standards is confusing. What does this mean?	11/30/2015 9:44 AM
19	What does the phrase "composite alignment of all proposed standards" mean?	11/30/2015 9:44 AM
20	Due to the long list of letters, there are too many standards for teachers to address in writing. At the 5th grade level, 49 standards in not possible to address in one school year.	11/30/2015 9:33 AM
21	Some families would require assistance in understanding the standards. Many families are still considered technology illiterate.	11/30/2015 9:28 AM
22	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:35 AM
23	Across the standards in grades 3-5, students move to writing without assistance for most of the process. There are times when new components are introduced at these grades and support would be necessary to apply the skills appropriately. The process standards allow for some assistance, however, the modes do not starting at grade 3, so this could cause confusions for teachers.	11/24/2015 11:26 AM
24	They can be explained easily, but some standards I can see parents saying are way to above the child's abilities at some ages.	11/23/2015 12:42 PM
25	could be condensed	11/20/2015 11:51 AM
26	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:25 AM

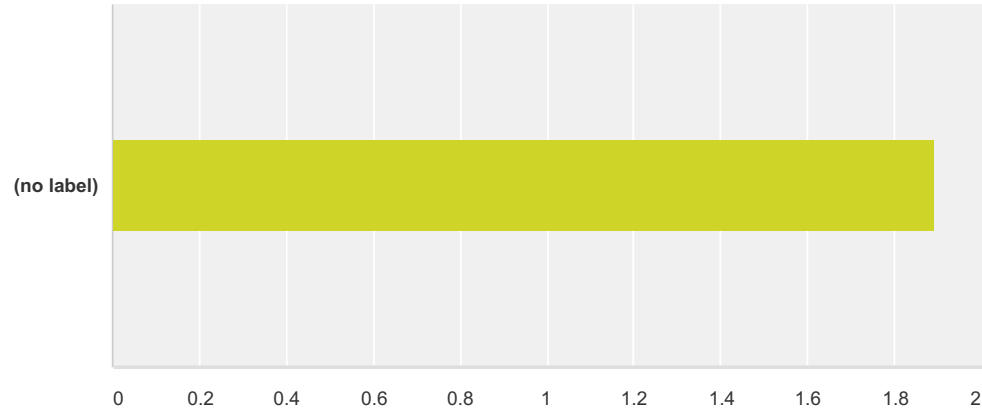
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27	I am not sure the writers understood the skills. Editing and Revising are two totally different things. Why are the mixed together in one strand?	11/19/2015 5:12 PM
28	The qualities of writing and writing behaviors aren't explicitly explained. Teachers and parents need support understanding what needs to be taught in writing.	11/18/2015 9:05 AM
29	This domain is completely over the top! Over the past several years, Missouri has tried to impress the other states with ridiculously developmentally inappropriate curriculums to the detriment of its students and educators. There is no way to THOROUGHLY teach this proposed curriculum to mastery as written. Just because you push standards down a grade level or two does NOT make a curriculum rigorous. It just makes it unwieldy, developmentally inappropriate, and setting the students up for failure. I would ask that you would majorly overhaul this domain according to what each grade level should be able to master (in reality!). 3rd Grade's should at least say "with assistance."	11/17/2015 4:23 PM
30	I can follow the organization, but there is a long list of letters for teachers to address during writing.... Especially at the 5th grade level with 49 writing standards! These are lofty goals and not possible to accomplish in one school year.	11/16/2015 3:53 PM
31	There are too many standards for teachers to address in writing for one year.	11/16/2015 2:43 PM
32	Too many	11/16/2015 11:22 AM
33	Too many standards to be addressed by teachers....49 to be exact. That's ridiculous.	11/16/2015 10:50 AM
34	What is non-fiction narrative??? Is it an informational?	11/13/2015 3:15 PM
35	What is a non-fiction narrative?	11/13/2015 3:14 PM
36	I think parents would be confused on what part of the graphic organizer they should be at. Should they still be drawing pictures from K-3, what kind of graphic organizer should my student be using. They will need to have a better understanding of what organizers are used at what level and how they should be utilized.	11/13/2015 11:19 AM
37	1Ba: sequencing the actions or details through letters, words and pictures- can be student directed? 2C: with assistance, draw or write fiction or non-fiction narratives and poems- we like the idea of reading poetry, not a fan of writing poetry, hard for kindergarten students	11/11/2015 3:52 PM
38	These standards are too watered down. There will be no accountability to which teachers can be held. It is feared that teachers will be lazy and careless in their teaching and grading.	11/10/2015 10:49 AM
39	Loved the verbage and usage of academic vocabulary. Aligns perfectly to 6 Traits writing.	11/9/2015 11:29 AM
40	The proposed ELA K-5 standards do not make the distinctions between particular learning standards in various grade levels very clear. In many cases, the exact same standard is repeated across all grade levels, making it confusing as to what type of learning progression should occur there and when mastery of the standard is expected.	11/6/2015 10:35 AM

Writing

Q26 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 188 Skipped: 588



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	51.06% 96	21.81% 41	13.83% 26	13.30% 25	188	1.89

#	Suggested revisions for standards:	Date
1	Given the types of writing, I believe the standards would provide students with content that is necessary to be college and career ready.	12/2/2015 10:18 PM
2	Writing 1.D.b Students are to produce a 2 page paper in one sitting. There is no way a 5th grade student can do that in our district. That would be a stretch for a 6th grade student. We do not have the facilities or the class time to devote to that standard.	12/2/2015 4:18 PM
3	There are several outdated ideas in these standards. For example, in 3A.5.I, it states, "record pertinent source information using a variety of tools (e.g., note cards...)". The tools mentioned are an outdated list, which is not surprising since the document references California and Massachusetts standards that are 15 years old. What writing research was consulted? Please reference current research and other writing experts including Ruth Culham, Lucy Calkins, and others. I am also not seeing anything about using writing models or collaborative writing. Please refer to the report: http://all4ed.org/wp-content/uploads/2006/10/WritingNext.pdf	12/2/2015 9:44 AM
4	See above	12/2/2015 9:05 AM
5	1st grade writing W2B create 3 super sentences on same subject. 2nd grade add topic/conclusion sentences	12/1/2015 2:21 PM
6	Shouldn't learning the writing process be embedded while learning how to write the three types of writing? View 6-12 format.	12/1/2015 8:51 AM
7	Children will continue to struggle in upper elementary and high school if not given the opportunity to master foundational skills.	11/30/2015 9:00 PM
8	The prewriting, draft, and revise/edit writing standards should be a part of other writing standards. The process does not lend itself to assessment at each stage, but rather the final document is what is assessed. These stages are a part of teaching the writing process, but when pulled out, only adds additional unnecessary standards to the large number of standards which already exist.	11/30/2015 2:31 PM
9	see above comments	11/30/2015 1:51 PM

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10	See above suggestions	11/30/2015 1:50 PM
11	W1B 5th Standard isn't brain friendly to teachers or students. Too much listed in one standard. W1C 5th Format is different in this strand with bullets listing proposed standards. While this might be a good way to identify the skills, it feels like the format should stay the same throughout. W1D 5th "demonstrating sufficient command of keyboarding skills? (This doesn't feel like it should be in this strand. Who is responsible for teaching keyboarding, technology?) W2A 5th e. reference the name of the author or name of the source used for details or facts included in the text (Too hard for 5th graders, seems more like a high school standard.) W2B5th g. use text structures (This is a text feature not a text structure.) W2C 5th Are we using nonfiction or informational text or both? Clarify terminology. Is "Research a writing standard?" this isn't clearly stated or identified in the format. Code has changed in this strand many times. Research 5 "Composite alignment of proposed standards" (what does this mean?) a-o To many subheadings under this strand. Terminology problem again, informational text or nonfiction? Seems like some standards are to specific while others are to general.	11/30/2015 10:42 AM
12	They will be acceptable after above suggested revisions are made.	11/30/2015 10:33 AM
13	Standards will get them career ready but there is too much too soon for kindergarten. Too much and not enough time for mastery.	11/30/2015 9:49 AM
14	Consideration is not given for students that truly will NOT be college bound. The push should be to help all students become productive citizens. Students with special education issues are left out and not taken into consideration. Parents are not given much information or help in preparing their special needs children to be successful adults.	11/30/2015 9:48 AM
15	Each school will need more funding to supply the students with the appropriate technology support.	11/30/2015 9:37 AM
16	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:35 AM
17	See response to first question regarding developmentally appropriateness.	11/27/2015 11:53 AM
18	Within the research process proposed standards, there were components of the grade 3-5 that although strong and necessary, would be more appropriate for the grade level above. These included paraphrasing, citations, plagiarism, etc.	11/24/2015 11:26 AM
19	Once again, adding digital literacy in the writing standards...not just at the publishing point	11/20/2015 11:51 AM
20	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:25 AM
21		11/19/2015 5:12 PM
22	These standards are much less rigorous than our current MO writing standards. Which cater more to "fitting in" an elementary class room vs. entering the work force.	11/19/2015 4:44 PM
23	Include more options for variety and choice for writing.	11/18/2015 8:16 PM
24	The standards are impossible to align K-12, with secondary and elementary having different formats and coding.	11/18/2015 9:05 AM
25	This domain is completely over the top! Over the past several years, Missouri has tried to impress the other states with ridiculously developmentally inappropriate curriculums to the detriment of its students and educators. There is no way to THOROUGHLY teach this proposed curriculum to mastery as written. Just because you push standards down a grade level or two does NOT make a curriculum rigorous. It just makes it unwieldy, developmentally inappropriate, and setting the students up for failure. I would ask that you would majorly overhaul this domain according to what each grade level should be able to master (in reality!). 3rd Grade's should at least say "with assistance."	11/17/2015 4:23 PM
26	In first grade, we are preparing for second grade.	11/12/2015 2:51 PM

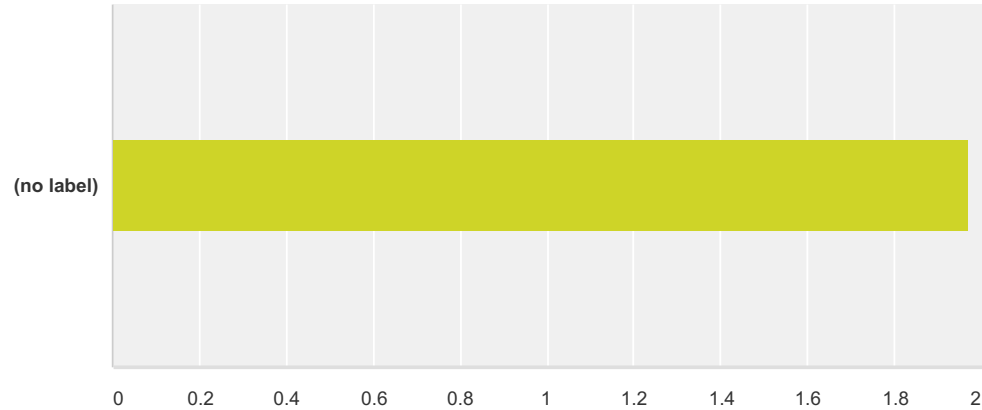
HB1490 Work Group - English Language Arts (ELA) K-5

27	We need to let kids be kids. The stress you are putting on these young children is not necessary. Can we give them time to explore and develop at their own rate, especially at the K-1 level. Many students enter school not even knowing how to write their name. In the past 6 years, the expectations for kindergarten students has jumped two grade levels in writing. Writing a 5 sentence paragraph used to be a second grade standard. Now we are expecting this in kindergarten and first grade. Did anyone ever think that this could be the cause of the explosion of behavior problems in the primary grades? We have lost sight of what the typical child should be able to do. Just because some children are able to meet these ridiculous standards, does not mean it should be expected for all. We used to celebrate when kids could do above and beyond. All children can learn, but they all can not learn at the same level. If this were true, there would be a lot more Albert Einsteins in this world.	11/11/2015 4:06 PM
28	The standards in this strand do not have enough rigor necessary for a student to reach college and career readiness. Students will not have the opportunity to apply their skills to real world situations. After third grade standards, there are holes. There are no new skills presented in the fourth and fifth grade standards, and reinforcement of previously learned skills is not enough rigor to prepare students for college and future careers.	11/10/2015 10:49 AM
29	True they do prepare for higher education, but very difficult to achieve.	11/8/2015 9:23 AM
30	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:35 AM
31	The change in verbiage from "use" to "identify" in all areas of grammar will require instruction of grammar in isolation which is shown to decrease learning and transfer in elementary students.	11/4/2015 6:57 PM
32	Improvement of the accessibility of technology would enable teachers to reach college/career readiness level with students.	11/4/2015 7:34 AM

Writing

Q27 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 190 Skipped: 586



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	46.32% 88	24.74% 47	14.74% 28	14.21% 27	190	1.97

#	Suggested revisions for standards:	Date
1	The proposed standards definitely cover with great specificity the content. So much so that the number is extremely lengthy and of concern. I am not sure how teachers will be able to teach all of the standards in depth during the regular school year.	12/2/2015 10:18 PM
2	Writing 1.D.b Students are to produce a 2 page paper in one sitting. There is no way a 5th grade student can do that in our district. That would be a stretch for a 6th grade student. We do not have the facilities or the class time to devote to that standard.	12/2/2015 4:18 PM
3	There are several inaccuracies. For example, the title of 2A is Opinion/Argumentative. In reality, the skills that are listed are opinion, which is appropriate. Argumentative writing is not really addressed, so this should not be part of the name of the strand. Also, as stated above, I am also not seeing anything about using writing models or collaborative writing. Please refer to the report: http://all4ed.org/wp-content/uploads/2006/10/WritingNext.pdf	12/2/2015 9:44 AM
4	See above	12/2/2015 9:05 AM
5	Research Process 3 A b It states the learner needs to "create an individual question". This is limiting and should be plural, meaning it should state "create questions". The change would also make it match 3 A c which is plural. Students need an option of looking at a number of options for their research and not just one question.	12/1/2015 4:36 PM
6	1st grade writing W2B create 3 super sentences on same subject. 2nd grade add topic/conclusion sentences	12/1/2015 2:21 PM
7	Shouldn't learning the writing process be embedded while learning how to write the three types of writing? View 6-12 format.	12/1/2015 8:51 AM

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8	The example genres listed under Narrative/Literary are not appropriate. I do not think the standards adequately address Narrative elements and plot structure in writing before students are supposed to master specific genres like science fiction, or a tall tale. A Narrative needs more than simply a beginning-middle-end. It needs a protagonist with compelling problem that they work to solve and is resolved in a satisfying way. This must be mastered in fiction writing before students can be successful experimenting with the types of conflicts and resolutions that are features of specific genres. I do not wish to suggest that 5th graders cannot write science fiction, only that the standards have not set them up for success in this across grade levels. I think the Narrative /Literary standards need revision to adequately address this genre of writing. The corresponding Literary standards in Reading should be supported in the Writing standards such as plot structure, conflict, antagonist and protagonist, etc.	12/1/2015 1:01 AM
9	The prewriting, draft, and revise/edit writing standards should be a part of other writing standards. The process does not lend itself to assessment at each stage, but rather the final document is what is assessed. These stages are a part of teaching the writing process, but when pulled out, only adds additional unnecessary standards to the large number of standards which already exist.	11/30/2015 2:31 PM
10	see above comments	11/30/2015 1:51 PM
11	See above suggestions	11/30/2015 1:50 PM
12	see above	11/30/2015 1:47 PM
13	Too many standards to address in a single school year.	11/30/2015 1:02 PM
14	W1B 5th Standard isn't brain friendly to teachers or students. Too much listed in one standard. W1C 5th Format is different in this strand with bullets listing proposed standards. While this might be a good way to identify the skills, it feels like the format should stay the same throughout. W1D 5th "demonstrating sufficient command of keyboarding skills? (This doesn't feel like it should be in this strand. Who is responsible for teaching keyboarding, technology?) W2A 5th e. reference the name of the author or name of the source used for details or facts included in the text (Too hard for 5th graders, seems more like a high school standard.) W2B5th g. use text structures (This is a text feature not a text structure.) W2C 5th Are we using nonfiction or informational text or both? Clarify terminology. Is "Research a writing standard?" this isn't clearly stated or identified in the format. Code has changed in this strand many times. Research 5 "Composite alignment of proposed standards" (what does this mean?) a-o Too many subheadings under this strand. Terminology problem again, informational text or nonfiction? Seems like some standards are to specific while others are to general.	11/30/2015 10:42 AM
15	They will be acceptable after above suggested revisions are made.	11/30/2015 10:33 AM
16	Due to the long list of letters, there are too many standards for teachers to address in writing. At the 5th grade level, 49 standards in not possible to address in one school year.	11/30/2015 9:33 AM
17	Special education and access to technology still needs to be considered when forming any standards since this entails approximately 35% of students.	11/30/2015 9:28 AM
18	Too much, too young.	11/29/2015 7:42 PM
19	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:35 AM
20	I, as a teacher, feel that most of these standards need to be looked at more closely. So many things are listed that seem insane to me to be introduced at certain grade levels. Kindergarten especially. You are expecting so many things from 5 and 6 year olds. There's no time for social interaction with their peers when you are pushing all of this at them. Some of them have never seen a school before, they've never used scissors, they've never written their name, and they may have never been around more kids than their siblings. High expectations are important, but too high can frustrate the teacher and the students and send them to failure.	11/23/2015 12:42 PM
21	They are limited and weakened.	11/20/2015 10:25 AM

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22	These writing standards do not encourage our students to become active writer's who share their writing with purpose and power.	11/19/2015 4:44 PM
23	The standards are impossible to align K-12, with secondary and elementary having different formats and coding. The qualities of writing and writing behaviors aren't explicitly explained. Teachers and parents need support understanding what needs to be taught in writing.	11/18/2015 9:05 AM
24	This domain is completely over the top! Over the past several years, Missouri has tried to impress the other states with ridiculously developmentally inappropriate curriculums to the detriment of its students and educators. There is no way to THOROUGHLY teach this proposed curriculum to mastery as written. Just because you push standards down a grade level or two does NOT make a curriculum rigorous. It just makes it unwieldy, developmentally inappropriate, and setting the students up for failure. I would ask that you would majorly overhaul this domain according to what each grade level should be able to master (in reality!). 3rd Grade's should at least say "with assistance."	11/17/2015 4:23 PM
25	There are too many standards to address in one school year... Again, quantity vs. quality!	11/16/2015 3:53 PM
26	Too many standards to teach in one year.	11/16/2015 2:43 PM
27	Too many	11/16/2015 11:22 AM
28	Again, too many standards to be addressed.	11/16/2015 10:50 AM
29	The standards are written too simplistically. It does not encompass the breadth of the content. Students will not be able to comprehend the breadth of the content. These standards do not build off of previous years to ensure that students properly spiral and progress to college and career readiness.	11/10/2015 10:49 AM

Writing

Q28 Overall comments regarding the proposed standards for Writing:

Answered: 90 Skipped: 686

#	Responses	Date
1	The current MO Learning Standards are developmentally appropriate, easy to follow and understand. They allow teachers to focus on a few things of great importance over a long period of time. The current standards as written makes it easy for districts to write units of study around a type of writing. The proposed standards are provide much more specificity but so much so that they feel contrived. It may be harder for teachers to go in depth with each type of writing based on the number of standards for each. Please keep the current MO Learning Standards.	12/2/2015 10:18 PM
2	Kindergarten writing process standards involving research need to be more clear. They are not age appropriate in the proposed standards. For example, it says not in proposed standards, but then has an a, b, c, and d which make for confusion.	12/2/2015 10:02 PM
3	Produce and Share Writing: Students may ideally type a one page paper in a single sitting. I think two pages in a single sitting would be unrealistic at this age for any student.	12/2/2015 4:21 PM
4	I do not think that these standards are developmentally appropriate for the age of first graders. If we continue to overwhelm students, and even teachers, with this much at such a young age we are going to see failures in school increase drastically. We do not have time to teach the basics and foundations that they need, because of all the standards. School is supposed to be a safe place for students, instead it has become just as stressful and overwhelming as their home environments. We are throwing too much at them at once, and not keeping in mind the innocence of their childhood and the development of their brains to be able to comprehend. Also, These standards are not understandable to educators and if they cannot be comprehended by educators, how could we expect a parent to understand them.	12/2/2015 4:20 PM
5	Standard: With assistance from adults/peers: a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally, in a single sitting. Comment: Our district does not have adequate resources for students to have regular use of technology to meet the requirement of the above standard. Budget issues hinder our ability to purchase additional technology that would be required to meet this requirement.	12/2/2015 4:18 PM
6	Writing 1.D.b Students are to produce a 2 page paper in one sitting. There is no way a 5th grade student can do that in our district. That would be a stretch for a 6th grade student. We do not have the facilities or the class time to devote to that standard.	12/2/2015 4:18 PM
7	Some of the writing standards are NOT developmental appropriate for First Grade students.	12/2/2015 4:09 PM
8	WID2- we lack the funds to have the tools to teach students this. Also remember we only have so many hours in a day to teach EVERYTHING and There is not enough hours in the day for everything.....	12/2/2015 3:16 PM
9	Ensure there is reciprocity between reading/writing/listening/speaking/language. Please refer to the desire literacy behaviors (Fountas, Pinnell, Dorn, New Standards Project : Primary Literacy Standards. There is a need to review the examples, level of verbs in terms of the expected performance.) Why are we going to lower level tasks? Also check out the terminology since some of the words and examples don't match. There is probably a need for a major re-write of the standards. The proposed standards seem to be more item teaching that building the literacy processes.	12/2/2015 11:53 AM
10	W1C Kdg b. add "or picture" at the end W2A Kdg a. phonetically spelled words OR invented spelling W2B Kdg a. phonetically spelled words OR invented spelling W2C Kdg a. phonetically spelled words OR invented spelling Research Ka: confusing the way it is worded Reserach Kb: ? W2A 4th e. not grade level appropriate Research 4g- is this grade level appropriate? Research 4k- not grade level appropriate	12/2/2015 11:37 AM
11	Writing is more clear and concise. It is genre specific.	12/2/2015 10:35 AM
12	In comparing the K-5 to the 6-12 Writing Standards, it feels like students will be educated in one "state" for K-5, and then move to a different "state" for 6-12, where the expectations are completely different. This is disheartening.	12/2/2015 9:44 AM
13	Overall, we are going back to isolated writing instruction with the number of sub-standards present throughout this strand. An author does not sit down and do each of these things in isolation. It is integrated and ongoing. We have so decontextualized the work we are wanting kids to do it will bear no meaning.	12/2/2015 9:05 AM
14	The standards are very clear for educators and leave room for creativity in curriculum.	12/1/2015 10:46 PM

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15	Keeping the standards coded as closely to the common core standards would be very helpful to the teachers as the materials we have purchased over the last couple of years will have to be adapted to the new Missouri standards. Districts have been writing curriculum since Common Core became our standards and now all of that work will need to be adapted / rewritten to the new Missouri standards. This will require a lot of time and money to accomplish.	12/1/2015 10:21 PM
16	Most students entering the third grade in Missouri cannot write a complete, grammatically correct sentence, yet the state expects them to be able to write several paragraphs in various forms of writing by the end of the year. This is an unreasonable expectation for most of the children in Missouri who are born to families that do not place a value on education.	12/1/2015 6:00 PM
17	We are concerned with kindergarten having to use a variety of digital tools to produce and publish writing when our resources are limited. What is meant by "edit by leaving spaces between letters?" The research process for kindergarten seems very unrealistic. (ex. write open-ended questions)	12/1/2015 3:25 PM
18	Overall, I feel the proposed standards are very similar to the Common Core standards that were in place, with exception to a few minor changes. If the above suggestion for revision was honored, I would feel that the rest is age appropriate.	12/1/2015 2:31 PM
19	1st grade writing W2B create 3 super sentences on same subject. 2nd grade add topic/conclusion sentences	12/1/2015 2:21 PM
20	The prewriting, draft, and revise/edit writing standards should be a part of other writing standards. The process does not lend itself to assessment at each stage, but rather the final document is what is assessed. These stages are a part of teaching the writing process, but when pulled out, only adds additional unnecessary standards to the large number of standards which already exist. Literary techniques should be about all types of writing not just nonfiction.	12/1/2015 2:08 PM
21	K-5 and 6-12 have very different formats; shouldn't there be a systematic approach?	12/1/2015 8:51 AM
22	The progressions are not strong in the upper grade levels. It is difficult to see the difference between 4th and 5th grade. Too many standards to address in writing for example in 5th grade there are 49 standards which is impossible to teach for one school year.	12/1/2015 8:41 AM
23	The progressions are not strong in the upper grade levels. It is difficult to see the difference between fourth and fifth grade. There are too many standards to address in writing. For example, in fifth grade, the teachers would need to address 49 standards, which is impossible for one school year.	12/1/2015 8:41 AM
24	The progressions are not strong in the upper grade levels. It is difficult to see the difference between 4th and 5th grade. There are too many standards to address in writing. For example, in fifth grade there are 49 standards which is impossible to complete in one school year.	12/1/2015 8:41 AM
25	The progressions are not strong in the upper grade levels. It is difficult to see the difference between 4th and 5th grade. There are too many standards to address in writing. For example, in fifth grade the teachers would need to address 49 standards, which is impossible for one school year!	12/1/2015 8:41 AM
26	The progressions are not strong in the upper grade levels. It is difficult to see the difference between 4th and 5th grade. Too many standards to address in writing For example, in 5th grade there are 49 standards which is impossible for one school year	12/1/2015 8:40 AM
27	I'm glad that cursive writing is coming back.	12/1/2015 7:42 AM
28	The example genres listed under Narrative/Literary are not appropriate. I do not think the standards adequately address Narrative elements and plot structure in writing before students are supposed to master specific genres like science fiction, or a tall tale. A Narrative needs more than simply a beginning-middle-end. It needs a protagonist with compelling problem that they work to solve and is resolved in a satisfying way. This must be mastered in fiction writing before students can be successful experimenting with the types of conflicts and resolutions that are features of specific genres. I do not wish to suggest that 5th graders cannot write science fiction, only that the standards have not set them up for success in this across grade levels. Furthermore, I do not think that typing a minimum of two pages in one sitting is developmentally appropriate for a 10 year old, especially without curricularizing typing and computer skills. This would require space, time, equipment, and dedicated staff to prepare students for this expectation. This would put students attending schools without these resources significantly behind students attending more affluent districts. What support will DESE and the state of Missouri provide to make this expectation equitable for all students? However, even with these supports, I believe this standard may be out of reach for many, if not most, typically developing ten year olds.	12/1/2015 1:01 AM

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29	Please reconsider these expectations. I consistently see students in younger grades struggling with writing, which results in behavioral issues. Writing is a complicated and detailed process that requires a well developed working memory when children must think of what they wish to write and then remember it while also remembering letters, letter sounds, and letter formation. Most children are still learning letters, letter sounds, proper letter formation, and proper pencil grips in kindergarten and first grade. It is not logical to expect children who are still developing these skills to be able to use their working memory to integrate them in order to "respond to questions and suggestions, adding details to strengthen writing" and "use pictures in conjunction with writing when documenting research". Working memory development cannot be rushed and is primarily a function of age. Please remember that changing expectations does not change the way children develop. Children are missing the opportunity to learn foundational skills because they are not given ample time to develop them in the learning environment.	11/30/2015 9:00 PM
30	Looks Good!	11/30/2015 1:15 PM
31	Added in the writing process. Yay!	11/30/2015 1:11 PM
32	Excellent to include types of writing as well as the writing process!	11/30/2015 1:09 PM
33	This looks great!	11/30/2015 1:09 PM
34	Too many standards!	11/30/2015 1:02 PM
35	Very good and specific standards	11/30/2015 1:01 PM
36	Added in the writing process. Yay!	11/30/2015 1:01 PM
37	Overall, this strand needs format corrections. Broad statements need to be eliminated and specific skills need to be listed but spaced out appropriately. While all of the skills listed in one strand are important it isn't brain friendly to have so many subheadings within a standard. Skills that are "not in proposed standards" need to be addressed and identified as being in a different category (if that is the case).	11/30/2015 10:42 AM
38	Coding is especially hard to follow in this section.	11/30/2015 10:33 AM
39	Find a way to help all the students that fall through the cracks. They struggle all through school and do not qualify for special education. What is their future going to consist of? How will they be productive adults and what type of contributions will they be making to society? Breaking the cycle of poverty, poor parenting, not equal access to technology, etc. it is all very challenging but we need to make it all accessible to absolutely everyone.	11/30/2015 9:48 AM
40	These standards are very appropriate for first grade!	11/30/2015 9:48 AM
41	Very clear wording! Nicely done!	11/30/2015 9:45 AM
42	Coding is confusing. Research 3 the standard Composite alignment of all proposed standards is confusing. What does this mean?	11/30/2015 9:44 AM
43	Coding is confusing!!! What does "composite alignment of all proposed standards" mean??	11/30/2015 9:44 AM
44	I did like the detailed listing. However, some of the skills were more advanced than the average 4th grader.	11/30/2015 9:37 AM
45	If a MLS is omitted for the proposed standards then where will it be developed. Example right now we teach commas in a series at the second grade level. The MLS is where it was suggested before. It has now been omitted and is not in the second grade proposed standards either. Is this a skill that will be taught at the second grade level?	11/30/2015 9:24 AM
46	As I stated in my reading comments, we are asking too much too young. For the kids that are ready for this type of work, we should absolutely go for it. But for this to be the standard for all is just sad. We destroy kids love of learning and writing by pushing too much at a young age. Why do all kids need to be doing so much of this at such a young age? We are setting so many up for failure and stressing ourselves out by trying to get them all these when their little brains are JUST NOT READY. Then once they fall behind, catching up is almost impossible. Topic and conclusion sentences are tricky for many kids and I would say many are unable to master them at such a young age. Play based learning for kindergartners. Strategic centers where they have ample opportunity to learn to write in a natural environment. Not being forced to sit for long periods of time, bored, unengaged while teachers keep pushing forward in the hopes of "getting through" it all!	11/29/2015 7:42 PM

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47	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:35 AM
48	<ul style="list-style-type: none"> • W1D Keyboarding is extremely important. Kindergarteners should be exposed to the use of the mouse and terms such as monitor, tower, keyboard, etc. All primary grades should have a required class once a week to have focused instruction to build these skills. The same as P.E., Art, and Music. • W2A.e Reference of sources is good as long as it can be on a introductory level and not formal citation. • W2C.b Using dialogue at 3rd grade level is difficult for most students. Many still struggle with identifying, and correct use of mechanics. ELA Writing Research Process • 3.j Again this is too difficult for 3rd graders unless it is at an introductory and not formal citation. 	11/28/2015 9:32 AM
49	As a National Board Certified first grade teacher, I believe that the current Missouri Learning standards are far more rigorous than these. These proposed standards for 1st grade are mastered in Kindergarten. The proposed standards do not promote 21st century skills like problem solving, collaboration, creative thinking, and communication. Out of date standards, from as far back as 15 years, have been referenced in the proposed standards. Where is the reference to current researchers like Ellen Keen, Lucy Caulkins, Debbie Miller, or Richard Allington to name a few? While the United States is falling behind the rest of the world in education, these proposed standards are a step in the wrong direction.	11/24/2015 2:07 PM
50	In the different modes of writing, the examples/example prompts were helpful. In the revise/edit section, the bullets were helpful and gradual increased across the grade levels. These comments are from a team of Instructional K-4 Literacy Specialists, a Reading Recovery teacher leader, and a District Literacy Leader.	11/24/2015 11:26 AM
51	We appreciate that the entire writing process is required and standards are given for each phase specific to grade level. We appreciate that poetry has been added to 3rd grade. Revise/edit wording: 1.C.K/1.a- We leave spaces between WORDS only, not words AND letters. Students need to know that letters do not have spaces between them, and this is how they make words.	11/23/2015 11:01 AM
52	What a detriment to our students. I urge you to reconsider this and with our students well being as the ultimate goal. Please respect the hard work of our teachers.	11/20/2015 10:25 AM
53	What research was referenced when writing these standards? What is the background of these writers? I think the writers should look at the work of the Reading and Writing Project out of Columbia University in New York. While these standards are closer to the CCSS than the reading strand, I believe they mix things up and are much more difficult to read and understand than the CCSS.	11/19/2015 5:12 PM
54	Introduce keyboarding as a part of the writing strand - that's way off. And kindergarten students can keyboard, so 2nd grade is way too late.	11/19/2015 5:08 PM
55	This is a step backward. A large step backward. The fact that this was developed by 7 people is alarming. Granted, it's better than the other strands, but 7 people to make a decision, some not even educators is scary for our students. Again, why are we referencing standards from 2000? That was 15 years ago.	11/19/2015 5:02 PM
56	A better option is the current Missouri Learning Standards. They will be much more sufficient to prepare our students for college and career readiness. I am a third grade teacher in Kansas City and would not want to remain in this profession if this was what we felt was best to prepare our students for a 21st century workplace.	11/19/2015 5:00 PM
57	It is very clear that there was no vertical conversations. I teach in a 4th/5th split. I rely on a progression of standards to guide our instruction, without progression between grade levels are we actually preparing students for college and career readiness, or asking them to sit through the same lessons year after year. It concerns me that the resources used to write this document are old and out dated.	11/19/2015 4:44 PM
58	I would like to see more than three types of writing. There is no direct instruction on writing poetry and other digital formats that are incredibly important.	11/18/2015 8:16 PM
59	Strand 3 A : is developmentally too rigorous for 4th graders. It is too much to expect 4th graders to write a research paper and ask them to quote bibliographic information and sources.	11/18/2015 10:55 AM

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60	As stated, 3A is too in depth. At this age level, the benefits of teaching the entire research process is too overwhelming. Students should focus more on writing a good and sensible paragraph and focus on bibliography's and citing later in school career.	11/18/2015 10:47 AM
61	Overall, this strand on the research process is too in depth and technical at this age level. Even time wise with teaching children to write with the 4 types of writing, this research process is so time consuming and overwhelming.	11/18/2015 10:45 AM
62	Please do not allow these standards to be approved for the state of Missouri. Our children deserve to have high expectations and the opportunity to be prepared for life outside of their K-12 education. The proposed standards will not allow that to happen our students will lag far behind students from other states and countries. Missouri children deserve better!	11/18/2015 9:05 AM
63	Again, the 10 standards for Writing in the CCSS are concise, clear and move us in the right direction. This set of standards shows the most influence from the CCSS, but if you feel they are well done why are we changing anyway? Again, this is so obviously a decision being made with adults in mind, not kids. The process of learning new standards and writing new curriculum is not even complete for many schools as they have moved in the CCSS. Now you want to change the target again. If the real issue is with the assessment, then do your work there. Leave the standards alone.	11/17/2015 9:53 PM
64	This domain is completely over the top! Over the past several years, Missouri has tried to impress the other states with ridiculously developmentally inappropriate curriculums to the detriment of its students and educators. There is no way to THOROUGHLY teach this proposed curriculum to mastery as written. Just because you push standards down a grade level or two does NOT make a curriculum rigorous. It just makes it unwieldy, developmentally inappropriate, and setting the students up for failure. I would ask that you would majorly overhaul this domain according to what each grade level should be able to master (in reality!). 3rd Grade's should at least say "with assistance."	11/17/2015 4:23 PM
65	See above	11/16/2015 10:50 AM
66	The expectations under each topic are clear and will work well for a 1st grader to be able to write.	11/13/2015 3:15 PM
67	The expectations under each type of writing ate great, they are clear and provide what is needed for quality writing as well as easy for students to do.	11/13/2015 3:14 PM
68	You are assuming all districts have enough technology for all students to have daily contact with the technology. Is the state going to help with money for tech?? Interview local experts? Kind of cool but that may not be an option for some districts. This is the best written ELA strand!	11/13/2015 2:34 PM
69	Technology would need to be provided or funding for technology. I have concerns on assessing the writing process on a standardized test.	11/13/2015 1:11 PM
70	If students are expected to use technology, the state should provide school districts with the funding and resources to provide the proper tools for all students.	11/13/2015 1:09 PM
71	The states needs to provide necessary tools and funding to schools in order for all students to have access to digital tools to produce and publish writing.	11/13/2015 1:06 PM
72	The State needs to provide school districts with the funding and resources for technology needed to meet standard W1D 2nd.	11/13/2015 1:06 PM
73	For students to be able to meet standard W1D2nd, funding and resources need to be provided from the state for schools to be able to purchase the technology needed.	11/13/2015 1:05 PM
74	The state needs to supply funding and resources w1d for students to be able achieve this standard.	11/13/2015 1:03 PM
75	Lack of technology will once again put rural schools at a disadvantage. The inclusion of all the technology into the writing process is great in theory. Realistically students are not ready for this. They are still learning to type and navigate the web.	11/13/2015 11:04 AM
76	I like the "with assistance" and "with guidance and support". It is more realistic for a kindergarten child to be successful with assistance.	11/13/2015 10:20 AM
77	The concept of writing is so new to our students, who've barely gotten practice with the fine motor skills required, they struggle with the more abstract concepts presented here.	11/12/2015 2:51 PM
78	We need to let kids be kids. The stress you are putting on these young children is not necessary. Can we give them time to explore and develop at their own rate, especially at the K-1 level. Many students enter school not even knowing how to write their name. In the past 6 years, the expectations for kindergarten students has jumped two grade levels in writing. Writing a 5 sentence paragraph used to be a second grade standard. Now we are expecting this in kindergarten and first grade. Did anyone ever think that this could be the cause of the explosion of behavior problems in the primary grades? We have lost sight of what the typical child should be able to do. Just because some children are able to meet these ridiculous standards, does not mean it should be expected for all. We used to celebrate when kids could do above and beyond. All children can learn, but they all can not learn at the same level. If this were true, there would be a lot more Albert Einsteins in this world.	11/11/2015 4:06 PM

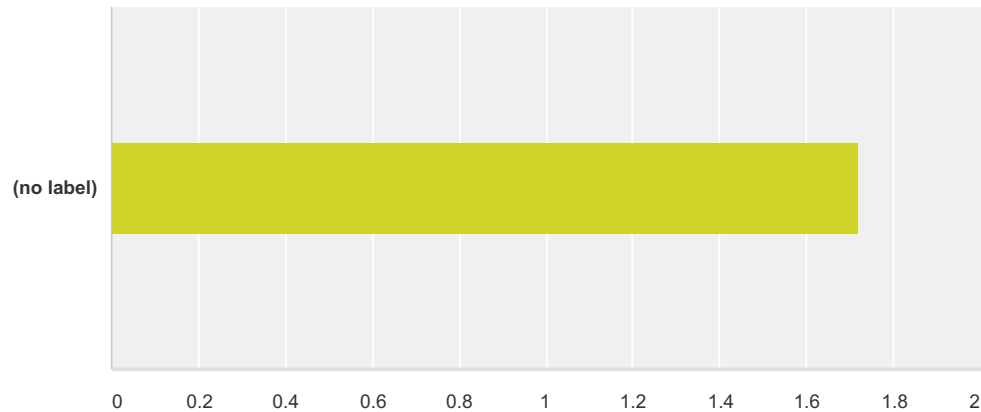
HB1490 Work Group - English Language Arts (ELA) K-5

79	Liked how the standards have made learning relevant to kids, age appropriate	11/11/2015 3:52 PM
80	The proposed standards for Writing are too simple. When students progress from fifth grade to sixth grade, they will be missing skills necessary for success. Students will not have the rigor necessary to be prepared for their future grade levels. The flow of the standards is non-existent. The K-5 standards do not build off of one another and the lack of vertical alignment will lead students to failure.	11/10/2015 10:49 AM
81	The student objectives are measurable and attainable. Very user-friendly the way they are split into different.	11/9/2015 11:29 AM
82	As an educator, I like these standards much better than the Common Core, or MLS (our current name for the standards). I feel these are more applicable to our grade level and more on grade level for our students.	11/9/2015 11:19 AM
83	The proposed writing standard is well done. It covers all grade levels and leaves nothing in question.	11/7/2015 12:11 PM
84	The standards are easy to comprehend.	11/7/2015 11:29 AM
85	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:35 AM
86	The change in verbiage from "use" to "identify" in all areas of grammar will require instruction of grammar in isolation which is shown to decrease learning and transfer in elementary students.	11/4/2015 6:57 PM
87	I believe the standards in this strand are very appropriate for the grade levels indicated.	11/4/2015 8:35 AM
88	Why are we referencing California and Massachusetts state standards from 14-15 years ago? Don't we want to be more current than that?	10/31/2015 11:04 AM
89	I feel this strand is well organized and on target.	10/29/2015 7:54 PM
90	Fantastic!	10/26/2015 9:49 PM

Q30 The standards in this strand are developmentally appropriate.

Answered: 130 Skipped: 646

Speaking and Listening



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	59.23% 77	19.23% 25	12.31% 16	9.23% 12	130	1.72

#	Suggested revisions for standards:	Date
1	The current MLS in SL.K.1 had a continued conversation through multiple exchanges. Kindergarten teachers feel this is still needed and should be in the proposed standards.	12/2/2015 9:57 PM
2	1. Developmentally Appropriate The proposed standards progress in an appropriate manner, however, they lack rigor. For example, to increase rigor, the inclusion of current components of collaborative conversations beginning in 1st grade is needed: SL 1.1 b and c SL 2.1 b and c SL 3.1 c and d SL 4.1 c and d	12/2/2015 6:02 PM
3	Some of the these are not developmentally appropriate for First Grade students. The standards such as memorizing grade appropriate songs and poetry, we are still trying to get students to memorize ESSENTIAL Word Wall Words and Spelling Words in order to be able to read text at grade level.	12/2/2015 4:13 PM
4	There seems to be a reductions in collaboration and an intentional focus on simplification of the current Missouri Learning Standards.	12/2/2015 3:36 PM
5	Standard 1.A and 2.A seem redundant. Listening for entertainment is listening for a purpose, so it seems to me that those could be combined. Especially since "listening for enjoyment" is listed through grade 4 in Standard 1. There is little delineation between the two, so either that needs to become more explicit in how they are different or they need to be combined as "Exhibits key listening skills" and then the expectations are listed in the sub-standards.	12/2/2015 9:16 AM
6	Kindergarten students should be expected to follow multi step directions.	12/1/2015 11:53 AM
7	The "developmentally appropriate" language needs to be taken out of all standard strands. Not only does is scream anti- Common Core rhetoric, developmentally appropriate depends on the kid, not the grade level he or she is in. To deem certain standards developmentally appropriate at certain grade levels assumes all kids develop at the same rate which we know to be untrue.	12/1/2015 5:27 AM
8	On standard SL4A Kdg, letter b specifies "reciting nursery rhymes/songs". This should be a local decision about the resources used to teach a standard. There should not be a mandate to use a specific resource. This is not given as an example or a suggestion - it is listed as a standard, which one could argue it is not. There are many other resources to be used other than nursery rhymes and songs. On standard SL4A5th, the terminology "multimedia" should be used from the current standard in the proposed standard.	11/30/2015 2:33 PM

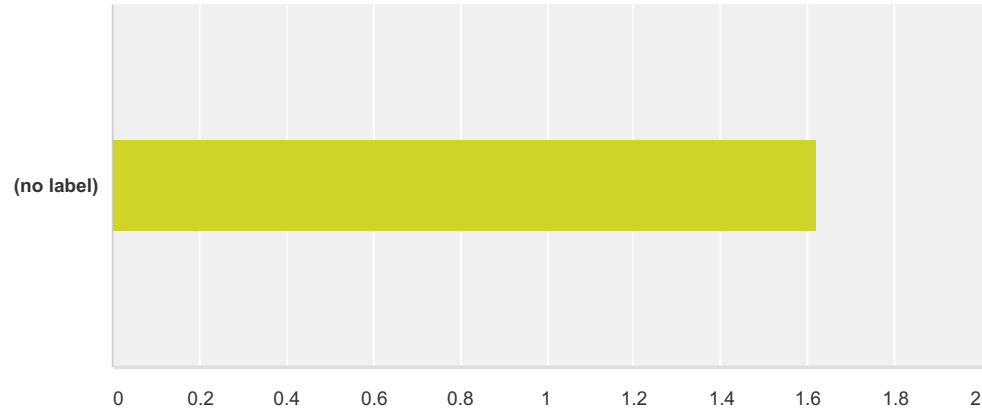
HB1490 Work Group - English Language Arts (ELA) K-5

9	SL3A 5th a: Fifth graders are able to summarize points made by others, but forming a rebuttal is developmentally inappropriate. Also, this sounds unclear as though they are using what their classmates say to form their own opinions.	11/30/2015 1:57 PM
10	SL3A 5th a. Fifth graders are able to summarize points made by others, but forming a rebuttal is developmentally inappropriate. Also, this sounds unclear as though they are using what their classmates say to form their own opinions.	11/30/2015 1:56 PM
11	SL3A 5th a. Fifth graders are able to summarize points made by others, but forming a rebuttal is developmentally inappropriate. This sounds unclear as though they are using what their classmates say to form their own opinions.	11/30/2015 1:56 PM
12	Speaking & Listening SL3A 5th a. Fifth graders are able to summarize points made by others, but forming an opinion or rebuttal in response to peer presentations seems developmentally off-target. Also, this sounds unclear as though they are using what their classmates say to form their own opinions.	11/30/2015 1:56 PM
13	SL3A 5th We feel that summarizing points made by others is ok, but not necessarily "before presenting own ideas". The way it is currently worded seems more like a debate/rebuttal which is not developmentally appropriate.	11/30/2015 1:56 PM
14	SL3A 5th- This age of students are developmentally ready to form a rebuttal while summarizing points from others.	11/30/2015 1:54 PM
15	SL3A 5th b. - 5th graders are able to summarize points made by others, but forming a rebuttal is developmentally inappropriate.	11/30/2015 1:54 PM
16	SL2A 5th Develop and apply effective listening skills and strategies in formal.... continue to apply earlier standards... The statement "continue to apply earlier standards" is to vague and sounds as though the 5th grade teacher is to teach all of the Speaking and Listening strand for K-5 to mastery. This isn't reasonable.	11/30/2015 10:55 AM
17	Good for kindergarten, but what about prek?	11/30/2015 9:21 AM
18	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:36 AM
19	The proposed standards progress in an appropriate manner, however, they lack rigor. For example, to increase rigor, the inclusion of current components of collaborative conversations beginning in 1st grade is needed: SL 1.1 b and c SL 2.1 b and c SL 3.1 c and d SL 4.1 c and d	11/24/2015 10:26 AM
20	Presenting: Kindergarten appreciates that nursery rhymes are back. Please keep these.	11/23/2015 11:14 AM
21	The new proposed standards are not appropriate. By leaving the current MLS, we destroy the hard, quality work of teachers and administrators over the last several years. We would lose all the wonderful resources available to us because we share standards with so many other states.	11/20/2015 10:27 AM
22	No, these standards are watered down even for 2nd grade. Following classroom listening rules should apply to real world not within the parameters of the classroom. This is a behavior standard, not speaking and listening.	11/19/2015 5:11 PM
23	Standards are not aligned in any way building off of vertical grade levels. There is no rigor in the standards. The standards have been broken down and there are no application skills. Students must not only learn and know the standards, but also be able to apply them. Reinforcement is necessary, but no new skills are added after third grade standards. The standards are not developmentally appropriate, as research and evidence are proven to show that third grade students are past the point of phonics learning.	11/10/2015 10:52 AM
24	The standards in this strand are common sense for any teacher.	11/6/2015 2:05 PM
25	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:36 AM

Q31 The standards in this strand follow a coherent path through and across all grade levels.

Speaking and Listening

Answered: 126 Skipped: 650



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	62.70% 79	20.63% 26	8.73% 11	7.94% 10	126	1.62

#	Suggested revisions for standards:	Date
1	The proposed standards appear to be repetitive. In an attempt to be more specific, the specificity results in repetition of standards. For example in kindergarten in the purpose strand there is a standard that states students should follow classroom listening rules (e.g., verbal signals teacher uses to gain attention)/ The next strand, Listening for Entertainment states that students should demonstrate active listening, according to classroom expectations (e.g., not interrupting). To me, these are the same standard but worded differently. It is not necessary to repeat if the intention is the same. The collaborative conversations strand repeats standards that were articulated previously in the Listening for purpose and Listening for entertainment strands.	12/2/2015 10:39 PM
2	2. Coherent Path The path is coherent based on its simplicity. The addition of the above mentioned standards would strengthen this path.	12/2/2015 6:02 PM
3	There is a coherent path with the standards, but it's too simplistic.	12/2/2015 3:36 PM
4	Kindergarten students should be expected to follow multi step directions.	12/1/2015 11:53 AM
5	I don't see the need for the separation of standards 1-2. Standard 1: Listen for a purpose and Standard 2: Listen for entertainment. However, "listen for enjoyment" is listed K-4 in Standard 1. Apparently, we don't listen for enjoyment any longer in 5th grade? I would need someone to outline for me the difference in listening for enjoyment vs. entertainment. To me listening for entertainment is giving it a purpose and could be combined with the first standard. Those are very ambiguous terms and not much light is shed on them based on the descriptors provided. It seems most of the sub-standards in Standard 1 are really about following classroom rules for listening, and I'm not sure that is something that should be graded academically. That is more a behavior to be monitored by the teacher. Standard 2 seems again to outline the behaviors of a listener in general, not just one listening for entertainment. It seems to me 1 and 2 could be combined to say, "Exhibits key listening skills" and then outline what those key skills would be for each grade level.	12/1/2015 5:27 AM
6	On standard SL4A Kdg, letter b specifies "reciting nursery rhymes/songs". This should be a local decision about the resources used to teach a standard. There should not be a mandate to use a specific resource. This is not given as an example or a suggestion - it is listed as a standard, which one could argue it is not. There are many other resources to be used other than nursery rhymes and songs. On standard SL4A5th, the terminology "multimedia" should be used from the current standard in the proposed standard.	11/30/2015 2:33 PM

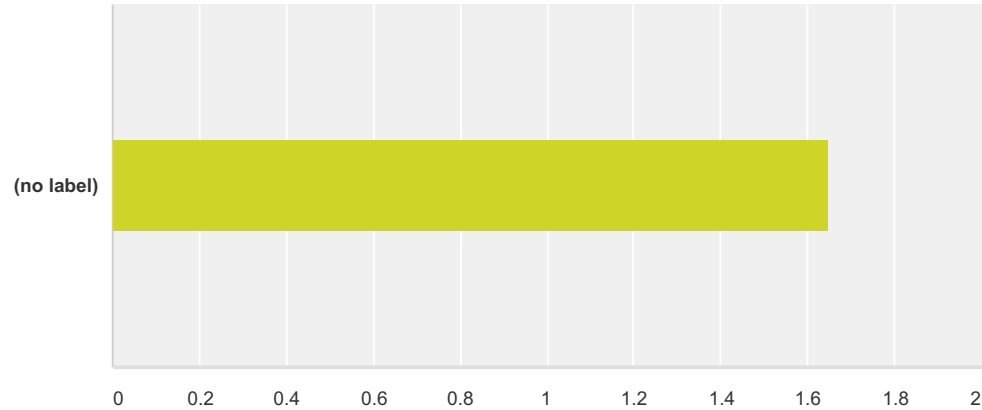
HB1490 Work Group - English Language Arts (ELA) K-5

7	see above	11/30/2015 1:56 PM
8	See above suggestions	11/30/2015 1:54 PM
9	The grade 4 presentation standards seem to be at a higher level than the grade 5 presentation standards.	11/30/2015 11:34 AM
10	SL2A 5th Develop and apply effective listening skills and strategies in formal.... continue to apply earlier standards... The statement "continue to apply earlier standards" is to vague and sounds as though the 5th grade teacher is to teach all of the Speaking and Listening strand for K-5 to mastery. This isn't reasonable.	11/30/2015 10:55 AM
11	What is age appropriate? Explanation would help	11/30/2015 9:21 AM
12	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:36 AM
13	The path is coherent based on its simplicity. The addition of the above mentioned standards would strengthen this path.	11/24/2015 10:26 AM
14	The lack of anchor standards is troubling. The proposed standards are rambling and at times incoherent.	11/20/2015 10:27 AM
15	A lot of these standards are copied and pasted in each grade level and not scaffolded among the grade levels.	11/19/2015 5:11 PM
16	There is no coherent path of standards from grade to grade. There is no expansion of skills or introduction of skills in fourth and fifth grade. While reinforcement of skills is important, students must be learning new skills in those two grade levels in order to be prepared for middle school and high school, and college and career readiness.	11/10/2015 10:52 AM
17	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:36 AM

Speaking and Listening

Q32 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 127 Skipped: 649



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	61.42% 78	21.26% 27	8.66% 11	8.66% 11	127	1.65

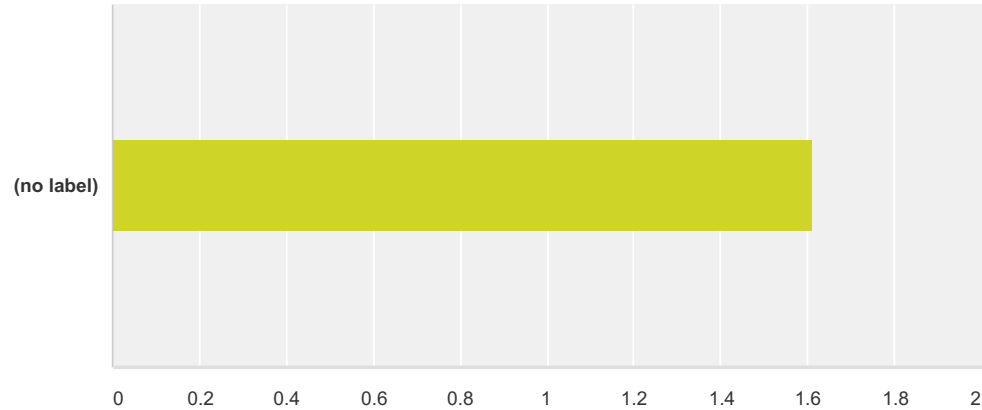
#	Suggested revisions for standards:	Date
1	Rigorous Path In grade 3, SL3A, students should be required to stay on topic and ask and answer questions while responding to others. This is an example of what students are already doing across the state, so removing this would lower expectations within the speaking/listening standards.	12/2/2015 6:02 PM
2	There is a reduction in rigor in these standards.	12/2/2015 3:36 PM
3	Again, there seems to be a lot of overlap between grades. It seems some vertical conversations have been absent up to this point and would serve this strand well.	12/2/2015 9:16 AM
4	Kindergarten students should be expected to follow multi step directions.	12/1/2015 11:53 AM
5	Many sub-standards seem to be repeated across grade levels, so it does not seem that the rigor increases.	12/1/2015 5:27 AM
6	On standard SL4A Kdg, letter b specifies "reciting nursery rhymes/songs". This should be a local decision about the resources used to teach a standard. There should not be a mandate to use a specific resource. This is not given as an example or a suggestion - it is listed as a standard, which one could argue it is not. There are many other resources to be used other than nursery rhymes and songs. On standard SL4A5th, the terminology "multimedia" should be used from the current standard in the proposed standard.	11/30/2015 2:33 PM
7	see above comments	11/30/2015 1:56 PM
8	see above comments	11/30/2015 1:56 PM
9	See above suggestions	11/30/2015 1:54 PM
10	The idea of "listening for enjoyment is vague and does not indicate rigor.	11/30/2015 11:34 AM
11	SL2A 5th Develop and apply effective listening skills and strategies in formal.... continue to apply earlier standards... The statement "continue to apply earlier standards" is to vague and sounds as though the 5th grade teacher is to teach all of the Speaking and Listening strand for K-5 to mastery. This isn't reasonable.	11/30/2015 10:55 AM
12	Speaking clearly is not defined. What about students with speech impairments?	11/30/2015 9:21 AM

HB1490 Work Group - English Language Arts (ELA) K-5

13	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:36 AM
14	In grade 3, SL3A, students should be required to stay on topic and ask and answer questions while responding to others. This is an example of what students are already doing across the state, so removing this would lower expectations within the speaking/listening standards.	11/24/2015 10:26 AM
15	Often, standards have been added which are implied by current standards. The language of the proposed standards has neutered the strong work of the current standards.	11/20/2015 10:27 AM
16	No way! These are more behavior standards.	11/19/2015 5:11 PM
17	There is no rigor in any of the new standards presented. Students under the high school level not only see no rigor and some do not even have new skills enforced, but once they begin high school level courses with more rigor, they will not be prepared for the coursework or rigor presented.	11/10/2015 10:52 AM
18	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:36 AM

Speaking and
Listening**Q33 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.**

Answered: 119 Skipped: 657



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	63.87% 76	18.49% 22	10.08% 12	7.56% 9	119	1.61

#	Suggested revisions for standards:	Date
1	Hesitantly I rated them as acceptable. I don't like the standards and feel they is not enough rigor, but for the most part they are able to be assessed.	12/2/2015 3:36 PM
2	In the classroom, yes. On a state test, no.	12/2/2015 9:16 AM
3	It should be made clear whether or not behavior is to factor into speaking and listening standards. Some students can speak and listen, but they have behavior that impedes their ability to demonstrate this in the classroom. Teachers need to know if they should be looking past a student's behavior to see what the student is capable of or what the student actually demonstrates in class.	12/1/2015 10:56 PM
4	Since our district uses standards based grading, we are required to assess every standard / sub-standard for each student. I'm concerned about being able to assess every sub-standard for each student without spending all of my instructional time assessing and reassessing students.	12/1/2015 10:22 PM
5	How is the state planning to assess speaking? In the classrooms, informal assessments throughout the day as teacher checks for understanding throughout lessons.	12/1/2015 2:39 PM
6	How is the state planning to assess speaking? In the classrooms, informal assessments throughout the day as teacher checks for understanding throughout lessons.	12/1/2015 2:39 PM
7	How is the state planning to assess speaking? In the classrooms, informal assessments throughout the day as teacher checks for understanding throughout lessons.	12/1/2015 2:38 PM
8	Kindergarten students should be expected to follow multi step directions.	12/1/2015 11:53 AM
9	On standard SL4A Kdg, letter b specifies "reciting nursery rhymes/songs". This should be a local decision about the resources used to teach a standard. There should not be a mandate to use a specific resource. This is not given as an example or a suggestion - it is listed as a standard, which one could argue it is not. There are many other resources to be used other than nursery rhymes and songs. On standard SL4A5th, the terminology "multimedia" should be used from the current standard in the proposed standard.	11/30/2015 2:33 PM
10	The majority of these could be assessed in the classroom, but I'm not sure how the speaking portions would be assessed on the state test.	11/30/2015 1:57 PM

HB1490 Work Group - English Language Arts (ELA) K-5

11	see above	11/30/2015 1:56 PM
12	The majority of these standards can be easily assessed in the classroom, but not sure how the speaking part could be assessed on a state assessment.	11/30/2015 1:56 PM
13	As far as assessments are concerned, how will speaking be assessed on a state assessment?	11/30/2015 1:54 PM
14	Speaking and Listening standards are nearly impossible to assess on a standardized test.	11/30/2015 1:52 PM
15	This strand is difficult to assess formally.	11/30/2015 11:34 AM
16	SL2A 5th Develop and apply effective listening skills and strategies in formal.... continue to apply earlier standards... The statement "continue to apply earlier standards" is too vague and sounds as though the 5th grade teacher is to teach all of the Speaking and Listening strand for K-5 to mastery. This isn't reasonable.	11/30/2015 10:55 AM
17	SL1Ac for third grade (listening for enjoyment and expressing an opinion) cannot be assessed. You can not assess a student's enjoyment. SL2A for third grade (demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations) cannot be accurately assessed. Students can be demonstrating this but not listening.	11/30/2015 9:54 AM
18	SL1Ac for third grade (listening for enjoyment and expressing an opinion) cannot really be assessed. SL2A for third grade (demonstrating active listening through body language and eye contact) cannot really be assessed. Anyone can demonstrate appropriate body language and eye contact but not be actively listening.	11/30/2015 9:54 AM
19	How is listening assessed on the state level?	11/30/2015 9:21 AM
20	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:36 AM
21	There is clear evidence that our current standards work. I feel we have caved to a minority group who has no real stake in our public schools and clearly has no understanding of the current standards. Many statements made about the current standards are inaccurate and demonstrate not only a lack of understanding, but clear evidence the standards have not been read.	11/20/2015 10:27 AM
22	Shoulder partners? Really? That's what they will be assessed on?	11/19/2015 5:11 PM
23	How would these be assessed in a classroom? Is it a checklist or a behavior attribute scale?	11/13/2015 3:17 PM
24	How would this be assessed?	11/13/2015 1:16 PM
25	Speaking and listening would be very difficult to assess using a state assessment. That is a skill that needs to be assessed in the classroom over the course of a school year by ongoing teacher observation.	11/13/2015 1:15 PM
26	Assessing students on their listening and speaking skills on state assessments would be difficult.	11/13/2015 1:15 PM
27	Assessing a student on how well they listen and speak would be difficult.	11/13/2015 1:14 PM
28	The speaking and listening part would be difficult to state assessment.	11/13/2015 1:14 PM
29	None of the standards require application of critical thinking skills. Recalling concepts and skills without applying new skills will not prepare students for real world situations or prepare students for college or future careers. While the standards can be assessed, they are not applicable or relevant to students' lives.	11/10/2015 10:52 AM
30	Standards are common sense for every classroom teacher. There is no need to assess these skills on any level.	11/6/2015 2:05 PM
31	There are too many standards per grade level in the proposed ELA K-5 standards. It would be impossible to assess all the standards, and will therefore lead to confusion as to which standards should be prioritized and which ones should not.	11/6/2015 10:36 AM

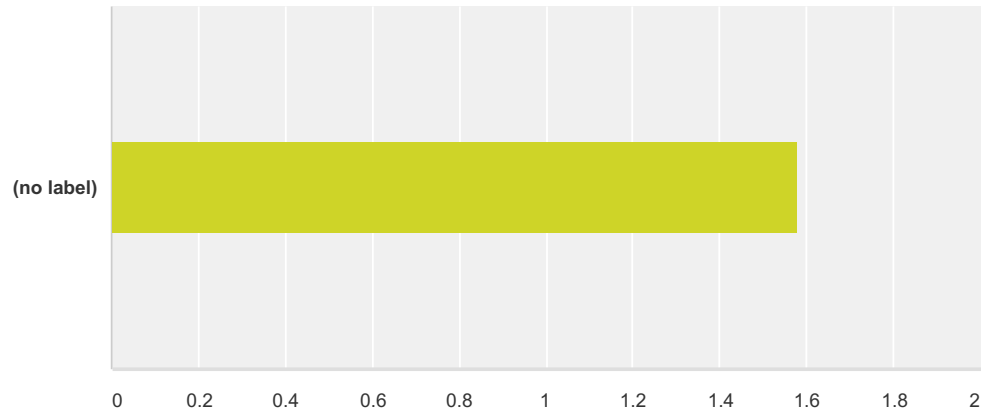
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32	It will be interesting to see if we can assess this at the state level. I was impressed with many of the SMARTER Balanced items that seemed to address the listening skills.	10/29/2015 8:09 PM
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Speaking and Listening

Q34 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 125 Skipped: 651



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	66.40% 83	16.80% 21	9.60% 12	7.20% 9	125	1.58

#	Suggested revisions for standards:	Date
1	The proposed standards are repetitive. The current MO Learning Standards are easy to understand, they say what the proposed standards articulate but in a way that is less cumbersome.	12/2/2015 10:39 PM
2	The simplicity of the language makes the standards easy to understand (follow, use, take turns, etc.).	12/2/2015 6:02 PM
3	The language is simple enough to be able to be understood.	12/2/2015 3:36 PM
4	It should be made clear whether or not behavior is to factor into speaking and listening standards. Some students can speak and listen, but they have behavior that impedes their ability to demonstrate this in the classroom. Teachers need to know if they should be looking past a student's behavior to see what the student is capable of or what the student actually demonstrates in class.	12/1/2015 10:56 PM
5	Define formal and informal presentations.. Is informal just class discussion? Is formal stand up in from of the classroom and present List examples of media that should be used.	12/1/2015 2:39 PM
6	Define formal and informal presentations.. Is informal just class discussion? Is formal stand up in from of the classroom and present List examples of media that should be used.	12/1/2015 2:39 PM
7	Define formal and informal presentations.. Is informal just class discussion? Is formal stand up in from of the classroom and present List examples of media that should be used.	12/1/2015 2:38 PM
8	Kindergarten students should be expected to follow multi step directions.	12/1/2015 11:53 AM
9	On standard SL4A Kdg, letter b specifies "reciting nursery rhymes/songs". This should be a local decision about the resources used to teach a standard. There should not be a mandate to use a specific resource. This is not given as an example or a suggestion - it is listed as a standard, which one could argue it is not. There are many other resources to be used other than nursery rhymes and songs. On standard SL4A5th, the terminology "multimedia" should be used from the current standard in the proposed standard.	11/30/2015 2:33 PM
10	See above suggestions	11/30/2015 1:54 PM

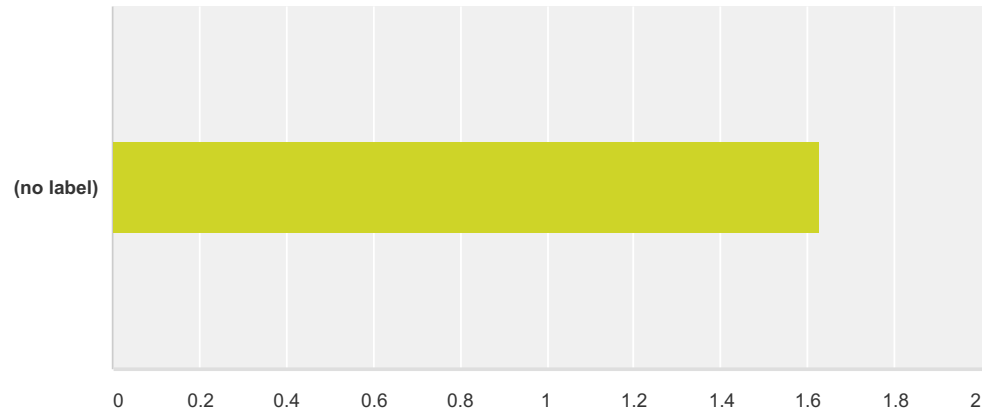
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11	Several references are overly specific to one methodology (e.g. shoulder partners), and this is an inappropriate venue for that type of promotion.	11/30/2015 11:34 AM
12	SL2A 5th Develop and apply effective listening skills and strategies in formal.... continue to apply earlier standards... The statement "continue to apply earlier standards" is to vague and sounds as though the 5th grade teacher is to teach all of the Speaking and Listening strand for K-5 to mastery. This isn't reasonable.	11/30/2015 10:55 AM
13	Teachers need to understand the standard, then parents may be able to understand.	11/30/2015 9:21 AM
14	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:36 AM
15	The simplicity of the language makes the standards easy to understand (follow, use, take turns, etc.).	11/24/2015 10:26 AM
16	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:27 AM
17	I just don't understand where the research was that the writers used for these standards.	11/19/2015 5:11 PM
18	These standards are too watered down. There will be no accountability to which teachers can be held. It is feared that teachers will be lazy and careless in their teaching and grading.	11/10/2015 10:52 AM
19	No. They are not understandable to educators or explainable to parents. Parents will wonder why we are not focusing more on Reading, Writing, Math, Social Studies and Science, and why we are giving their kids another assessment on something as simple as following directions. Educators already have enough on their plate.	11/6/2015 2:05 PM
20	The proposed ELA K-5 standards do not make the distinctions between particular learning standards in various grade levels very clear. In many cases, the exact same standard is repeated across all grade levels, making it confusing as to what type of learning progression should occur there and when mastery of the standard is expected.	11/6/2015 10:36 AM

Speaking and Listening

Q35 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 126 Skipped: 650



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	65.08% 82	15.87% 20	10.32% 13	8.73% 11	126	1.63

#	Suggested revisions for standards:	Date
1	Our concern is a lack of building on one another's ideas and expressing their own ideas in a collaborative manner. Current evidence has shown that students beginning in 1st grade are capable of listening to others and adding to their thoughts. The proposed standards offer multiple opportunities to respond and ask questions to the teacher; we believe a greater student-to-student interaction component would strengthen the standards.	12/2/2015 6:02 PM
2	I feel this is a step backwards.	12/2/2015 3:36 PM
3	Address gaps and overlaps through vertical discussions.	12/2/2015 9:16 AM
4	Kindergarten students should be expected to follow multi step directions.	12/1/2015 11:53 AM
5	On standard SL4A Kdg, letter b specifies "reciting nursery rhymes/songs". This should be a local decision about the resources used to teach a standard. There should not be a mandate to use a specific resource. This is not given as an example or a suggestion - it is listed as a standard, which one could argue it is not. There are many other resources to be used other than nursery rhymes and songs. On standard SL4A5th, the terminology "multimedia" should be used from the current standard in the proposed standard.	11/30/2015 2:33 PM
6	see above comments	11/30/2015 1:56 PM
7	See above suggestions	11/30/2015 1:54 PM
8	SL2A 5th Develop and apply effective listening skills and strategies in formal.... continue to apply earlier standards... The statement "continue to apply earlier standards" is too vague and sounds as though the 5th grade teacher is to teach all of the Speaking and Listening strand for K-5 to mastery. This isn't reasonable.	11/30/2015 10:55 AM
9	Standard SL3.1b, and SL3.1c These standards were removed from the proposed standards. These are skills that students will need to know and should be practiced throughout the grade levels.	11/30/2015 9:54 AM
10	Standards SL.3.1b and SL.3.1c were removed from proposed standards. These are skills that students will need to know in order to be successful in college or in future careers, and therefore should be practiced throughout the grade levels.	11/30/2015 9:54 AM

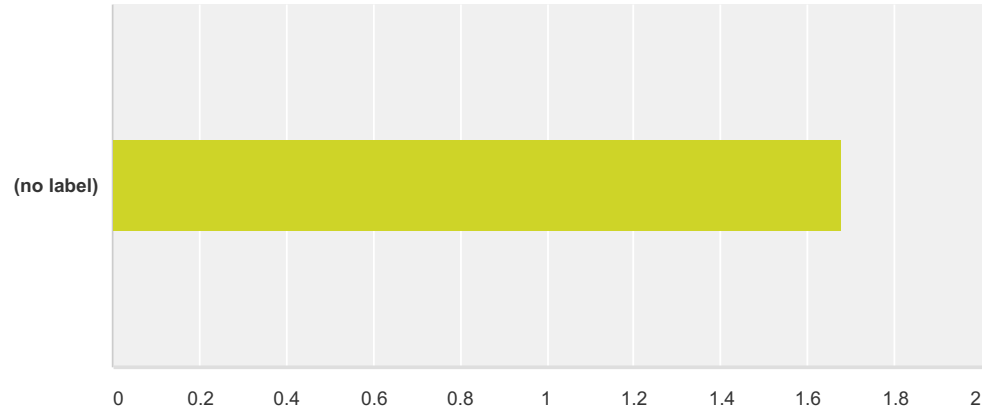
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11	Students do need to learn to listen and it is a requirement in college/career readiness. Teaching them early is a good thing. It begins in PRESCHOOL! Where are the standards for them?	11/30/2015 9:21 AM
12	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:36 AM
13	Our concern is a lack of building on one another's ideas and expressing their own ideas in a collaborative manner. Current evidence has shown that students beginning in 1st grade are capable of listening to others and adding to their thoughts. The proposed standards offer multiple opportunities to respond and ask questions to the teacher; we believe a greater student-to-student interaction component would strengthen the standards.	11/24/2015 10:26 AM
14	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:27 AM
15	No, there will be a huge gap once they get to college and or to be career ready. These standards to not build across the grade levels.	11/19/2015 5:11 PM
16	The standards in this strand do not have enough rigor necessary for a student to reach college and career readiness. Students will not have the opportunity to apply their skills to real world situations. After third grade standards, there are holes. There are no new skills presented in the fourth and fifth grade standards, and reinforcement of previously learned skills is not enough rigor to prepare students for college and future careers.	11/10/2015 10:52 AM
17	Following directions, listening and being able to present ideas are necessary for students to reach college but formally assessing them on these skills is unnecessary.	11/6/2015 2:05 PM
18	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:36 AM

Speaking and Listening

Q36 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 126 Skipped: 650



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	59.52% 75	21.43% 27	10.32% 13	8.73% 11	126	1.68

#	Suggested revisions for standards:	Date
1	The standards do not omit anything that should be taught in each grade. They do repeat within each grade though and I do not feel the repetition is necessary. Keeping the current MO Learning Standards would solve this issue.	12/2/2015 10:39 PM
2	The breakdown of speaking and listening standards into the 4 sections makes it difficult to navigate (Purpose, Entertainment, Collaborative Discussions, and Presenting). There was a great deal of rewording within this section of proposed standards, which may or may not have been necessary.	12/2/2015 6:02 PM
3	Too simplistic.	12/2/2015 3:36 PM
4	A lot of overlap	12/2/2015 9:16 AM
5	Kindergarten students should be expected to follow multi step directions.	12/1/2015 11:53 AM
6	No. Much of the same content is repeated and this needs critical review.	12/1/2015 5:27 AM
7	On standard SL4A Kdg, letter b specifies "reciting nursery rhymes/songs". This should be a local decision about the resources used to teach a standard. There should not be a mandate to use a specific resource. This is not given as an example or a suggestion - it is listed as a standard, which one could argue it is not. There are many other resources to be used other than nursery rhymes and songs. On standard SL4A5th, the terminology "multimedia" should be used from the current standard in the proposed standard.	11/30/2015 2:33 PM
8	see above comments	11/30/2015 1:56 PM
9	See above suggestions	11/30/2015 1:54 PM
10	This increases the number of standards for some grade levels.	11/30/2015 1:08 PM
11	SL2A 5th Develop and apply effective listening skills and strategies in formal.... continue to apply earlier standards... The statement "continue to apply earlier standards" is to vague and sounds as though the 5th grade teacher is to teach all of the Speaking and Listening strand for K-5 to mastery. This isn't reasonable.	11/30/2015 10:55 AM
12	This increases the number of standards for some grade levels.	11/30/2015 9:40 AM

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13	You must be prepared for discussions. Students need to read the material assigned and be ready for any questions or comments made about the selected material.	11/30/2015 9:21 AM
14	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:36 AM
15	They are limited and weakened.	11/20/2015 10:27 AM
16	No, they need to relate to what students will be doing in real life with speaking and listening.	11/19/2015 5:11 PM
17	The standards are written too simplistically. It does not encompass the breadth of the content. Students will not be able to comprehend the breadth of the content. These standards do not build off of previous years to ensure that students properly spiral and progress to college and career readiness.	11/10/2015 10:52 AM
18	The portion labeled as "Entertainment" seems to be redundant and would be better served if it were simply a part of the "Purpose" section.	11/9/2015 4:26 PM
19	Yes they cover the whole of the content, but they are completely unnecessary.	11/6/2015 2:05 PM

Speaking and Listening

Q37 Overall comments regarding the proposed standards for Speaking and Listening:

Answered: 36 Skipped: 740

#	Responses	Date
1	In an attempt to provide more specificity to the standards, the number of standards in this strand has increased. They also repeat throughout which is not necessary. Please keep the MO Learning Standards as they are currently written.	12/2/2015 10:39 PM
2	I do not think that these standards are developmentally appropriate for the age of first graders. If we continue to overwhelm students, and even teachers, with this much at such a young age we are going to see failures in school increase drastically. We do not have time to teach the basics and foundations that they need, because of all the standards. School is supposed to be a safe place for students, instead it has become just as stressful and overwhelming as their home environments. We are throwing too much at them at once, and not keeping in mind the innocence of their childhood and the development of their brains to be able to comprehend. Also, These standards are not understandable to educators and if they cannot be comprehended by educators, how could we expect a parent to understand them.	12/2/2015 4:20 PM
3	I would prefer to keep the Missouri Learning Standards that we currently have.	12/2/2015 3:36 PM
4	Ensure there is reciprocity between reading/writing/listening/speaking/language. Please refer to the desire literacy behaviors (Fountas, Pinnell, Dorn, New Standards Project : Primary Literacy Standards. There is a need to review the examples, level of verbs in terms of the expected performance.) Why are we going to lower level tasks? Also check out the terminology since some of the words and examples don't match. There is probably a need for a major re-write of the standards. The proposed standards seem to be more item teaching that building the literacy processes.	12/2/2015 11:53 AM
5	SL1A Kdg- add current MLS (a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussions) to the proposed standards SL2A Kdg a. demonstrating active listening, according to classroom expectations (e.g., not interrupting and looking at speaker) SL4A Kdg b. "reciting" is hard to assess, what level of mastery? Add expresses feelings. SL1A 4th- current standard (a) is an important standard and not in proposed standards SL1A 4th current standards (c & d) are incredibly important standards and tie into reading and writing and are not in the proposed standards SL3A 4th- current standards (a & b) are very important and are not in the proposed standards	12/2/2015 11:41 AM
6	Keeping the standards coded as closely to the common core standards would be very helpful to the teachers as the materials we have purchased over the last couple of years will have to be adapted to the new Missouri standards. Districts have been writing curriculum since Common Core became our standards and now all of that work will need to be adapted / rewritten to the new Missouri standards. This will require a lot of time and money to accomplish.	12/1/2015 10:22 PM
7	We are unclear on the purpose of students having to recite nursery rhymes.	12/1/2015 3:22 PM
8	On standard SL4A Kdg, letter b specifies "reciting nursery rhymes/songs". This should be a local decision about the resources used to teach a standard. There should not be a mandate to use a specific resource. This is not given as an example or a suggestion - it is listed as a standard, which one could argue it is not. There are many other resources to be used other than nursery rhymes and songs. On standard SL4A5th, the terminology "multimedia" should be used from the current standard in the proposed standard.	12/1/2015 2:09 PM
9	Kindergarten students should be expected to follow multi step directions.	12/1/2015 11:53 AM
10	Thanks for including "collaborative conversations!"	11/30/2015 1:10 PM
11	Does DESE realize how many standards each grade level will now need to "cover"? The number has jumped quite a bit for every grade level. Was this considered? For example, Kindergarten used to cover 20 Reading Lit and Reading Info. Standards. Now they need to cover 27 for Reading alone.	11/30/2015 1:08 PM
12	Overall specific standards	11/30/2015 1:01 PM
13	Clarify terminology and expectations.	11/30/2015 10:55 AM
14	SL1Ac for third grade (listening for enjoyment and expressing an opinion) cannot be assessed. You can not assess a students enjoyment. SL2A for third grade (demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations) cannot be accurately assessed. Students can be demonstrating this but not listening. Standard SL3.1b, and SL3.1c These standards were removed from the proposed standards. These are skills that students will need to know and should be practiced throughout the grade levels.	11/30/2015 9:54 AM

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15	SL1Ac for third grade (listening for enjoyment and expressing an opinion) cannot really be assessed. SL2A for third grade (demonstrating active listening through body language and eye contact) cannot really be assessed. Anyone can demonstrate appropriate body language and eye contact but not be actively listening. Standards SL.3.1b and SL.3.1c were removed from proposed standards. These are skills that students will need to know in order to be successful in college or in future careers, and therefore should be practiced throughout the grade levels.	11/30/2015 9:54 AM
16	Very appropriate for first grade!	11/30/2015 9:49 AM
17	Kindergarten is not the first place this begins...preschool is the building block for kindergarten.	11/30/2015 9:21 AM
18	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:36 AM
19	• SL1A & SL3A The current standards SL.3.1a and SL.3.1c should be included in one of these standards.	11/28/2015 9:33 AM
20	Reciting poetry is an improvement.	11/24/2015 3:30 PM
21	As a National Board Certified first grade teacher, I believe that the current Missouri Learning standards are far more rigorous than these. These proposed standards for 1st grade are mastered in Kindergarten. The proposed standards do not promote 21st century skills like problem solving, collaboration, creative thinking, and communication. Out of date standards, from as far back as 15 years, have been referenced in the proposed standards. Where is the reference to current researchers like Ellen Keen, Lucy Caulkins, Debbie Miller, or Richard Allington to name a few? While the United States is falling behind the rest of the world in education, these proposed standards are a step in the wrong direction.	11/24/2015 2:09 PM
22	The breakdown of speaking and listening standards into the 4 sections makes it difficult to navigate (Purpose, Entertainment, Collaborative Discussions, and Presenting). There was a great deal of rewording within this section of proposed standards, which may or may not have been necessary. These comments are from a team of Instructional K-4 Literacy Specialists, a Reading Recovery teacher leader, and a District Literacy Leader.	11/24/2015 10:26 AM
23	What a detriment to our students. I urge you to reconsider this and with our students well being as the ultimate goal. Please respect the hard work of our teachers.	11/20/2015 10:27 AM
24	I am confused at the purpose of this standard. It is weak and focuses on creating kids who are "good at school" not necessarily good at thinking on their toes, being active learners, finding creative answers to solve problems.	11/19/2015 5:16 PM
25	These need to be revised so they scaffold across the grade levels to better prepare them for college and career readiness.	11/19/2015 5:11 PM
26	A better option is the current Missouri Learning Standards. They will be much more sufficient to prepare our students for college and career readiness. I am a third grade teacher in Kansas City and would not want to remain in this profession if this was what we felt was best to prepare our students for a 21st century workplace.	11/19/2015 5:00 PM
27	Very appropriate and manageable.	11/17/2015 4:24 PM
28	Overall I like all the standards and think they are appropriate for 1st grade.	11/13/2015 3:19 PM
29	There is clear expectations of what to look for in speaking and listening. I am not sure how you would assess the subject other than observation.	11/13/2015 3:18 PM
30	I think these standards are age appropriate. I think the sub-standards explain each standard very well.	11/13/2015 3:17 PM
31	Liked all the detail the standards had	11/11/2015 3:52 PM
32	The proposed standards for Speaking and Listening are too simple. When students progress from fifth grade to sixth grade, they will be missing skills necessary for success. Students will not have the rigor necessary to be prepared for their future grade levels. The flow of the standards is non-existent. The K-5 standards do not build off of one another and the lack of vertical alignment will lead students to failure.	11/10/2015 10:52 AM

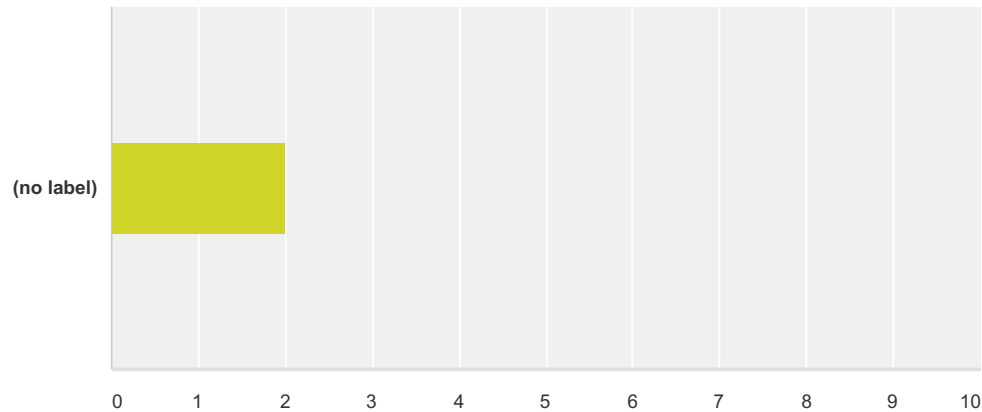
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33	Speaking and listening skills are so important, and you have done a great job addressing them.	11/7/2015 11:31 AM
34	Educators in Missouri assess students continuously on a daily basis. Speaking and Listening are important skills for students to have but it is just adding to the pile of assessments already required. It does not make sense to assess these skills on such a formal basis.	11/6/2015 2:05 PM
35	There is no alignment (organizationally, philosophically, or by learning objective) between the 6-12 and K-5 ELA standards. The 6-12 standards seem to appropriately prepare students for the rigor of the 21st century world, but the proposed K-5 standards would not adequately prepare students for the demands of the 6th grade standards. The K-5 standards should be revised to utilize the same "anchor standard" format that the 6-12 standards use.	11/6/2015 10:36 AM
36	Some of theses strands seem to stretch the developmentally appropriate range, however, I believe they are attainable and will build into the needed areas for secondary levels.	11/4/2015 8:39 AM

Q39 The standards in this strand are developmentally appropriate.

Answered: 195 Skipped: 581

Language



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	43.59% 85	22.56% 44	23.59% 46	10.26% 20	195	2.01

#	Suggested revisions for standards:	Date
1	There should be the use and identification of irregular nouns in second grade. I also think there should be a standard about sentence structure put back in at the second grade level.	12/2/2015 9:31 PM
2	There is a need to consider a continuum of literacy behaviors ranging from emergent to fluent in a more seamless manner. Fountas and Pinnell offer suggestions for K-5 progressions that provide a more appropriate language study. The following were concerns across the board, K-5. L1A a. L1A- plural noun standards L1A- verbs--specifically grades 2 and 3. Rewording of examples will be listed below. L1Ae. Grade 2- suggested rewrite: Correctly use adjectives, adverbs, conjunctions, and prepositions. L1Af. Grade 2-Change identify to produce L1Ai. Grade 3- Change identify to produce; consider adding all 4 types of sentences L1Ag. Grade 4- Change identify to produce L1Aj. Grade 4- Change "recognize the difference between..." to use conjunctions. L1Bc. move from Grade 1 to Kindergarten L1B Grade 3-4 Capitalization should be refined, i.e. capitalized proper nouns	12/2/2015 6:01 PM
3	I would like to see cursive handwriting required in grades 4 and 5.	12/2/2015 5:29 PM
4	The proposed standards seem to have reduced the expectations of the students to below-grade level standards.	12/2/2015 3:51 PM
5	Declarative and Interrogative are way to hard for first and second grade students to learn. They are not developmentally ready for those words, they are still trying to understand statements, questions, commands, and exclamations. They just aren't ready for that, it is too hard for them.	12/2/2015 3:14 PM
6	Why do we need palindromes as a standard? Heavy dictionary use seems somewhat irrelevant Idioms seem hard for 2nd grade	12/2/2015 2:02 PM
7	Why do we need palindromes as a standard? Heavy dictionary use seems somewhat irrelevant Idioms seem hard for 2nd grade	12/2/2015 1:59 PM
8	The wording of the standards are based on the current MO Learning Standards and articulate specific skills that are to be taught in each grade. For example, in first grade the standards specifically state students should use the conjunctions "but" and "so". In some instances the language of target has been watered down from the current standard or is missing completely. For example writing simple and compound sentences is left out of grades 1-2. Current standards it is included and I feel it very developmentally appropriate for these grade levels. Another example of a missing standard is having kindergarten kids spell simple words phonetically. Again, this is a developmentally appropriate skill for this age. One question I have is who or what was used to determine whether the current standards were developmentally appropriate. Please return to the current MO Learning Standards.	12/2/2015 1:13 PM

HB1490 Work Group - English Language Arts (ELA) K-5

9	Look at your verbs. The standards are not at the level they need to be for the students. We want students to "PRODUCE".	12/2/2015 11:45 AM
10	It is my opinion that cursive writing is inappropriate for students at the 2nd grade level. Most students are still trying to apply the basic writing skills, such as spacing and writing smaller letters.	12/1/2015 6:36 PM
11	Clear up when standards should be introduced and when standards should be mastered.	12/1/2015 2:32 PM
12	Clear up when standards should be introduced and when standards should be mastered.	12/1/2015 2:32 PM
13	Clear up when standards should be introduced and when standards should be mastered.	12/1/2015 2:31 PM
14	Was a speech-language pathologist, a language expert, consulted on ANY of this?	12/1/2015 1:29 PM
15	I do not agree with having to teach cursive. I would love to know the research used in placing this in the standards.	12/1/2015 12:32 PM
16	The suggested standards lack thought provoking skills. We are suppose to enrich and engage student learning, but these standards are below what should be expected at the kindergarten grade level.	12/1/2015 11:12 AM
17	Students SHOULD form and USE regular and irregular plural nouns. New standard L1A leaves this former standard out. I feel this is important for third grade. Also, producing simple and compound sentences should be included for third grade	11/30/2015 3:08 PM
18	1- Student should form and use regular and irregular plural nouns 2- L1S 3rd J use current standard 3- Producing simple and compound sentences should be included	11/30/2015 2:22 PM
19	What do the words "appropriate", "legible" and "recognize" mean and how can they be measured? These lend themselves to being subjective and not able to assess on a standardized exam. Standards are being replaced with numerous skills. Many new standards are lower level skills with no rigor. The proposed standards include a lot of "identify" rather than the higher level of the current standard which uses "determine" or "describe". This is a higher level than simply identifying. How will write "legibly" be assessed? This is a skill and not a standard. This is a local decision. We, as a State, will never be in the Top 10 by 20 if we focus on low-level dictionary skills, rather than rigorous standards. Many of these proposed "standards" are outdated. Cursive writing, dictionary skills, alphabetizing, etc. are not 21st century skills. While important, these are skills that the local schools should determine to what extent the will be covered. These are not rigorous standards.	11/30/2015 2:14 PM
20	I feel these standards have been "dumbed down" or "watered down". I think when looking at them taking out specific terms such as, "common, proper, and possessive nouns" to be replaced by such a general term as "nouns" leaves way to much room for educators to decide what nouns that they would teach. In grade 1 alone, under conventions of grammar and usage, four items were deleted. In grade 2, at least 3 were deleted. I could go on. This is saying either we don't care enough for Missouri children to learn it or Missouri children are too dumb to learn it.	11/30/2015 1:57 PM
21	L1A 3rd Student's should form and use regular and irregular plural nouns (keep that in) L1A 3rd j. use current standard L1A 3rd... keep in producing simple and compound sentences.	11/30/2015 1:27 PM
22	1. Students should form and use regular and irregular plural nouns LIA 3rd. 2. LIA 3rd use current standards. 3. Introducing simple and compound sentences should be included.	11/30/2015 1:26 PM
23	L1A 3rd Students should form &use regular & irreglar plural nouns LIA 3rd J use current standard Producing simple & compound sentences should be included	11/30/2015 1:15 PM
24	Developmentally Appropriate: Yes	11/30/2015 1:09 PM
25	Grade K for standard 1Aa needs to specify: "print legibly, using correct path of movement" for both upper and lowercase letters." Grade 1 for standard 1Aa needs to specify: "print legibly, developing automaticity with the correct path of movement" for both upper and lowercase letters." Path of Movement (common language): http://www.ofsd.k12.mo.us/common/pages/DisplayFile.aspx?itemId=21355977 In Kindergarten 1Bf, language "recognize appropriate" is too vague. Suggest: Read and write sight words encountered in grade-level text. In Grade 2, standard 1Ba needs to be moved to first grade.	11/30/2015 1:04 PM
26	1A Communicate using conventions of English language Identify subject verb agreement in 2nd grade when it should be used correctly in 3rd grade	11/30/2015 11:20 AM

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27	1A Communicate using conventions of English language Identify subject verb agreement in 2nd grade when it should be used correctly in 3rd grade	11/30/2015 11:19 AM
28	1A Communicate using conventions of English language Identify subject verb agreement in 2nd grade when it should be used correctly in 3rd grade	11/30/2015 11:19 AM
29	L1.1 I think it would be beneficial for student's to be able to speak correctly with personal possessives. L1.2 First graders need to be able to and encouraged to spell and write in conventional spelling and phonetic spelling. Please add that back in.	11/30/2015 10:00 AM
30	L1.1(first grade) Please add back "personal possessives" . L1.2 Please add back "phonetic" and conventional spelling.	11/30/2015 9:59 AM
31	L1.1 First grade students need to know how to use personal possessives and question words appropriately.	11/30/2015 9:58 AM
32	L1.1- First grade students need to know how to use personal possessives and question words appropriately L 1.2- First grade students need to use conventional and phonemic spelling	11/30/2015 9:56 AM
33	I was excited to see the added standard for legible writing. We do live in a time of technology, but the art of handwriting does not need to be lost. It is very important and conveys more than just writing. A continuum of handwriting helps with writing in general, but also helps young students to gain an maintain proper stability, and integration for their little bodies.	11/30/2015 9:36 AM
34	I believe that handwriting is important in the classroom. Students should know proper handwriting skills as well as how to write legibly. I also believe that student should know how to use hard copy reference materials other than digital. I feel that it is important for students to be diverse. Some schools are not as fortunate as others and may not have the means to learn so digitally yet.	11/30/2015 9:34 AM
35	L1A Kdg Kindergarten students are not ready to understand plural words or adding "s."	11/30/2015 9:28 AM
36	It appears that some 1st and 2nd grade common core skills have been pushed up to 3rd, 4th and 5th. It feels as though we are being either extremely to hard or extremely to easy. L1B5th i. correctly identify and use apostrophes in singular nouns to show possession (to easy for 5th grade) L1A5th e. identify and accurately use verb tenses (this standard doesn't encompass the common core skills listed, sequence isn't addressed at all and is important)	11/30/2015 9:23 AM
37	L1A4th (a. write legibly)-should be in writing category, not language L1B4th (c. capitalize proper adjectives)-should be a standard at a primary grade level such as K or 1st grade	11/30/2015 9:03 AM
38	Common Core Standard L.3.1 (Form and use regular and irregular plural nouns) has been removed from the proposed standards for third grade. This skill still needs to be taught. L1Ag for third grade (correctly use subject/verb agreement in sentences) was taught in Grade 1 and should still be taught in first grade. Abstract nouns have been removed from third grade curriculum. This should stay in third grade curriculum. L1Ai for third grade (identify imperative and exclamatory sentences) this standard is overly simple for third grade. Students need to be producing these sentences not just identifying them. L.2.2 (Use commas for greeting and closing of a friendly letter) should stay in grade 2. L.3.3 Knowledge of language standards were removed from proposed standards. These should be addressed in curriculum.	11/30/2015 8:58 AM
39	Common Core standard L.3.1 (Form and use regular and irregular plural nouns) has been removed from proposed standards for third grade. If this skill is not being taught here, where is it being taught? L1Ag for third grade (correctly use subject/verb agreement in sentences) was a common core standard taught in first grade and it should still be taught in first grade. Abstract nouns have been removed from third grade curriculum. This should stay in third grade curriculum. L1Ai for third grade (identify imperative and exclamatory sentences) was taken from a common core standard originally taught in first grade that required students to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. I like that this standard was moved to a higher grade level. However, this standard was over-simplified and now only requires students to identify sentences rather than produce them. The standard for producing simple, compound, and complex sentences was removed from third grade curriculum. This is an essential skill and should stay in third grade curriculum. L1Bd for third grade was taken from a second grade standard and is a second grade skill that should not be taught in third grade. Students should have already mastered this skill. Knowledge of language standards were removed from proposed standards for all grade levels. These are important skills and should be addressed in curriculum.	11/30/2015 8:58 AM
40	Looking at the 4th grade standards, how is "write legibly" assessed in a non-subjective way? Is this on;y cursive in 4th grade? Print is mentioned up to 4th, but what about 4th on? is print or cursive an option? What are "be" helping verbs, specifically? For the standard reading "For punctuation/capitalization/spelling..." What does "alphabetize reference sources appropriately" mean?	11/30/2015 8:38 AM
41	Sound spelling for kindergartners should NOT be a standard. Many kids are still learning the building blocks of phonemic awareness and sound symbol relationships. Many are not ready for this. We are so busy trying to get them to learn to spell core words that they are just memorizing and not really understanding how words work. Spend more time on the building blocks.	11/29/2015 7:50 PM

HB1490 Work Group - English Language Arts (ELA) K-5

42	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:37 AM
43	• L1A.a With technology paramount in our daily lives, cursive is outdated. It is time consuming instruction that would be better served with core curriculum. Possibly it could be moved to a Fine Art standard. • L1A.f Students should be able to identify all four types of sentences not just imperative and exclamatory. The terms imperative, interrogative, declarative, and exclamatory should not be required at this level, but use the terms command, statement, question, and exclamation.	11/28/2015 9:31 AM
44	I love these standards. They are very age appropriate for kindergarten. The standards set up a strong foundation of necessary skills. They are clearly written and user friendly, parents as well as teachers will be able to understand them.	11/23/2015 1:30 PM
45	Grammar: Thank you for adding handwriting back in. Please keep. We noticed that plurals and root words were taken off of 1st grade. Please keep this change!	11/23/2015 10:42 AM
46	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They are developmentally appropriate as they are.	11/20/2015 3:38 PM
47	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They are developmentally appropriate as they are.	11/20/2015 3:29 PM
48	The new proposed standards are not appropriate. By leaving the current MLS, we destroy the hard, quality work of teachers and administrators over the last several years. We would lose all the wonderful resources available to us because we share standards with so many other states.	11/20/2015 10:28 AM
49	As a classroom teacher, I am extremely concerned with the HUGE amount of standards that we are expected to teach in the course of a school year. After unpacking the Language standards into identifiable "lessons" there are 24 major concepts that have to be taught. After unpacking the writing standards, there are 56 major writing concepts. This makes for a total of 80 concepts to be taught within the "Writing block" of 60 minutes. If you examine the logistics of this, it would allow for about 2 days of instruction per concept. There is no way a student can master these concepts given 2 days before moving onto another concept. We are trying to cram WAY too much learning into a school day, leaving our students feeling scattered, rushed, and mastering NOTHING. My biggest concern in education for the last 8 years has been that are students are not given enough time to learn anything well, before being rushed onto the next learning standard. We have no choice if we are to get all the standards taught in 174 days. I had high hopes that this "education reform" would address this issue. Instead we are finding out that this "reform" is only exacerbating the issue and heaping even MORE standards onto our plates. Yuck!! If I had my choice, I would cut out 1/2 of the standards ... Let's go deeper, instead of broader!!	11/19/2015 5:18 PM
50	Why is alphabetizing an important skill for our 21st century learners?	11/19/2015 5:08 PM
51	These standards are much weaker and more limiting than the current Missouri Learning Standards.	11/19/2015 4:56 PM
52	On Language standard B.1.f- How many words do they need to put in ABC order? Why only to the first letter when we teach to look at the 2nd and 3rd letter to put words in alphabetical order? On standard B.1.e- Will a universal list be given? How will we know if all schools are using the same sight word lists?	11/18/2015 4:46 PM
53	identify naming words (nouns) and action words (verbs) (e.g., dog, cat, walk, run) is fine as long as they are not required to have to be able to find them in a sentence. This seems like a first grade skill.	11/18/2015 4:40 PM
54	L1A.c using adjectives/adverbs in sentences is not an age appropriate standard. Change adjectives/adverbs to describing words. L1B Add section e from the current standards (spell untaught words phonetically, drawing on phonemic awareness and spelling conventions).	11/18/2015 3:42 PM
55	Again, there are far too many standards in this strand. There is repetition that doesn't make sense. Why are we stating cursive writing in 2nd grade? That is very early.	11/17/2015 9:41 PM

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56	Dialogue marks should definitely be introduced but NOT tested to mastery in 3rd grade. If you include it in the curriculum, my district will make us give a common assessment over it.	11/17/2015 4:31 PM
57	Wording is too vague and open to misinterpretations based on teacher bias. L1A 2nd: Proposed isn't as rigorous as what is currently in place. Keep it the same. R1D Kdg-5th: What is a sustained period of time? Is this read-aloud or silent reading? R3A Kdg d: Why is this is Reading? Why must it be mastered? R4 Kdg a: The forms of media are antiquated. And why is this in Reading?	11/16/2015 5:19 PM
58	YES!!!!!!	11/13/2015 3:25 PM
59	I am concerned about the expectation of writing legibly in cursive writing. There are many students that struggle with fine motor skills and can't write their name legibly in print.	11/13/2015 2:05 PM
60	I agree with everything. I think alphabetical order would be tough for 1st graders.	11/13/2015 1:59 PM
61	It all looks age appropriate with the exception of alphabetical order for 1st grade.	11/13/2015 1:59 PM
62	I am worried about my students being able to write legibly print and cursive. Students struggle with writing cursive as it is.	11/13/2015 1:49 PM
63	I'm concerned about students being able to write legibly in cursive AND print. We practice cursive all year long and I will always have kids that try to write legibly but just can't.	11/13/2015 1:40 PM
64	L1B 5th part c: This skill needs to be done more in 6th grade because complex sentences are taught more in depth in 6th grade.	11/13/2015 1:18 PM
65	As a fifth grade teacher I feel that some of the skills I'm going to list are more geared towards 6th grade. Such as L1A5th (b) interjections. L1B5th-complex sentence	11/13/2015 1:18 PM
66	A few of the skills are above the skill level of where a 5th grade student should be. -L1A5th, L1B5th	11/13/2015 1:18 PM
67	I am a 5/6th grade ELA teacher and I feel that most of the standards are acceptable. However, I feel that a few Language standards should be moved back a year or two. L1B5th has two changes I feel are necessary. Both "c" and "d" are better suited for the 6th grade that have a greater understanding for complexity in writing.	11/13/2015 12:59 PM
68	Teach dialogue conventions more gradually. Suggestion: 2nd grade: recognize that dialogue contains quotation marks 3rd grade: demonstrate the use of commas and quotation marks in dialogue 4th grade: capitalize dialogue correctly	11/12/2015 10:02 PM
69	Language Grammar Grade 2 C: Identify and use regular verbs (e.g. run, sit, stay). RUN and SIT are not regular verbs.	11/12/2015 3:29 PM
70	Writing legibly in fourth grade? How do I assess this skill. What is considered writing legibly in fourth grade. In manuscript or cursive? Teaching the types of sentences in fourth grade is very basic.	11/12/2015 11:34 AM
71	L3.1.a.j: The language is difficult to understand. Seems hard for a third grader.	11/12/2015 11:11 AM
72	L3.1Aj The language is difficult to understand.	11/12/2015 11:09 AM
73	1B--Include identification of three punctuation marks: period, question mark, and exclamation mark. Student should know when to use each at the end of a sentence.	11/12/2015 8:46 AM
74	Each year we teach parts of speech, but it has never been a gle. Glad to see it on new standards.	11/11/2015 2:29 PM
75	There is a need to consider a continuum of literacy behaviors ranging from emergent to fluent in a more seamless manner. Fountas and Pinnell offer suggestions for K-5 progressions that provide a more appropriate language study. The following were concerns across the board, K-5. L1A a. L1A- plural noun standards L1A- verbs--specifically grades 2 and 3. Rewording of examples will be listed below. L1Ae. Grade 2- suggested rewrite: Correctly use adjectives, adverbs, conjunctions, and prepositions. L1Af. Grade 2-Change identify to produce L1Ai. Grade 3- Change identify to produce; consider adding all 4 types of sentences L1Ag. Grade 4- Change identify to produce L1Aj. Grade 4- Change "recognize the difference between..." to use conjunctions. L1Bc. move from Grade 1 to Kindergarten L1B Grade 3-4 Capitalization should be refined, i.e. capitalized proper nouns	11/6/2015 4:19 PM
76	2nd graders are not ready to write in cursive. They are still focusing on mastering correct formation of print letters.	11/5/2015 10:38 AM
77	First graders are only expected to identify punctuation. They should have some expectation of USING punctuation in first grade.	10/31/2015 11:09 AM
78	Remove the cursive and print from write legibly. Teachers will spend too much time on this and it is not a priority.	10/29/2015 8:53 PM
79	Include (print and cursive) with writing legibly for 4th and 5th grades.	10/29/2015 8:01 PM

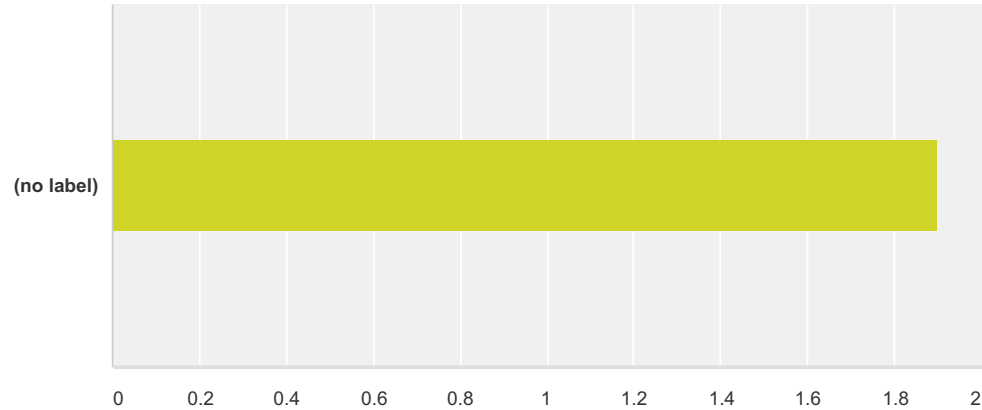
HB1490 Work Group - English Language Arts (ELA) K-5

80	<p>While I have high regard for the work groups, the proposed standards are simply a "dumbed down" version of the more rigorous and better written Common Core State Standards. When you compare the standards, you can almost see the frustration of the members of the workgroups as they tried to "change" the current MLS (CCSS) so they didn't "reek" of the abhorrent "Common Core." For example, in Kindergarten, the workgroup changed the very sensible standard of "orally using -s and -es to form plurals" to "use -s to form plurals." This is completely nonsensical and the committee probably made this change simply to show that they weren't copying the SENSIBLE Common Core standard. How are you going to teach students to form plurals WITHOUT showing them both ways to do it? Are students only going to speak correctly in plurals that end in -s for the entirety of their Kindergarten year? The legislators forced the hands of the workgroups by showing their disdain for the CCSS, so the workgroups had to offer us some version of standards that are "less than" the CCSS and less than what our Missouri students deserve.</p>	10/27/2015 10:38 AM
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Language

Q40 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 187 Skipped: 589



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	50.27% 94	20.86% 39	17.65% 33	11.23% 21	187	1.90

#	Suggested revisions for standards:	Date
1	We noticed K-2 standards would start a concept and then after a gap of time the standard would return in grades 3 or 4. Ex: prepositions are introduced in K but not mentioned again until Grade 4. The overall organization made the "coherent path" difficult to follow. Ex: In Grade 3, verbs were sprinkled throughout the list.	12/2/2015 6:01 PM
2	The standards do seem to follow a path, but seem simplistic in their goals.	12/2/2015 3:51 PM
3	Standards are based on MO Learning Standards but because they've been watered down in some areas, some standards do not appear until in later grade levels. I believe the current standards follow an extremely coherent path and build from one grade to the next. Current standards are developmentally appropriate. Please return to the current wording of the standards.	12/2/2015 1:13 PM
4	Big gaps across the grade levels.	12/2/2015 11:45 AM
5	L1A c. Why would you add 's' to a plural WORD? You add /s/, /z/, and /es/ to a SINGULAR word. Kdg d. these are prepositions, they should be named to match the (nouns) and (verbs). f. these are not the only "question" words, they are the "wh-question" words. L1A 2nd c. what does "regular" verbs mean? Present tense? Not Irregular? This is not accepted terminology. 3rd---b. "irregular" verbs. This is not specific, irregular past tense? When do irregular plurals come in? Was a speech-language pathologist, a language expert, consulted on ANY of this? I am disappointed in the wording and lack of inclusions. The Common Core language standards were at least coherent.	12/1/2015 1:29 PM
6	The suggested standards lack thought provoking skills. We are suppose to enrich and engage student learning, but these standards are below what should be expected at the kindergarten grade level.	12/1/2015 11:12 AM
7	Kindergarten students would have difficulty writing using words who, what, where, when, why, and how.	12/1/2015 8:00 AM
8	I appreciate that they are so clearly broken down and specific.	11/30/2015 10:59 PM
9	Grade level to grade level flow is not smooth. Expectations are too easy at some levels and far too difficult on other concepts. It feels like a disjointed marriage of common core and GLE's.	11/30/2015 5:25 PM
10	See above. Several standards are missing in the proposed standards: Students SHOULD form and USE regular and irregular plural nouns. New standard L1A leaves this former standard out. I feel this is important for third grade. Also, producing simple and compound sentences should be included for third grade	11/30/2015 3:08 PM

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11	We need to go back to the rigor we were requiring.	11/30/2015 1:57 PM
12	L1A 3rd Student's should form and use regular and irregular plural nouns (keep that in) L1A 3rd j. use current standard L1A 3rd... keep in producing simple and compound sentences.	11/30/2015 1:27 PM
13	See above: many standards are missing for the proposed standards. 1. Students should form and use regular and irregular plural nouns LIA 3rd. 2. LIA 3rd use current standards. 3. Introducing simple and compound sentences should be included.	11/30/2015 1:26 PM
14	L1A 3rd Students should form & use regular & irreglar plural nouns LIA 3rd J use current standard Producing simple & compound sentences should be included	11/30/2015 1:15 PM
15	seemed to build well through the grade levels	11/30/2015 1:09 PM
16	Coherent thought across all grade levels: Yes seemed to build well through the grade levels rigorous: It is developmentally rigorous Especially writing legibly!	11/30/2015 1:09 PM
17	Grade 4 - remove standard 1Ag - it is a repeat from a previous grade level. Grade 4 - remove standard 1Be - this is too specific; if it is left in, then the standards should denote all other vowel combinations = too many standards.	11/30/2015 1:04 PM
18	Is cursive dropped in fourth grade? It states "write legibly" in 4th and 5th grade, however, in 2nd and 3rd it states "write legibly (print, cursive)." It is difficult to follow the progressions in grammar.	11/30/2015 12:59 PM
19	1A Communicate using conventions of English language Identify subject verb agreement in 2nd grade when it should be used correctly in 3rd grade	11/30/2015 11:20 AM
20	1A Communicate using conventions of English language Identify subject verb agreement in 2nd grade when it should be used correctly in 3rd grade	11/30/2015 11:19 AM
21	1A Communicate using conventions of English language Identify subject verb agreement in 2nd grade when it should be used correctly in 3rd grade	11/30/2015 11:19 AM
22	Standards should show improvement, much like stepping stones, as the student grows. I feel that the standards for correct punctuation, correct "comma use" and correct uses of s, es, etc. is sporadic.	11/30/2015 9:34 AM
23	Unclear on cursive handwriting. It is difficult to follow the progressions in grammar.	11/30/2015 9:30 AM
24	It is unclear where some common core standard have been moved. In some instances "not in proposed standard" is listed and makes me wonder if it was left out or put in another section. Under Knowledge of Language" all standards are "not in proposed standards" and skills obviously need to be addressed? Compare and contrast is a big skill for 5th grade students but all of the skills listed under common core are important. I'm sure the skills have been moved to some other standard but that is hard to cross reference without the knowledge of where the skills were placed.	11/30/2015 9:23 AM
25	The standards are acceptable after these revisions are made: L1A4th (a. write legibly)-should be in writing category, not language L1B4th (c. capitalize proper adjectives)-should be a standard at a primary grade level such as K or 1st grade Coding is very confusing and inconsistent, though.	11/30/2015 9:03 AM
26	Coding is confusing and inconsistent. Some of the standards seem to be oversimplified for third grade. See above suggestions for more details.	11/30/2015 8:58 AM
27	Coding is confusing and inconsistent. The standards in this strand would follow a more coherent path if skills were taught in the correct grade levels. Some skills were moved from lower grades and are now overly simplified for third grade. See above suggestions for more details.	11/30/2015 8:58 AM
28	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:37 AM
29	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They are a coherent path through and across all grade levels as they are.	11/20/2015 3:38 PM

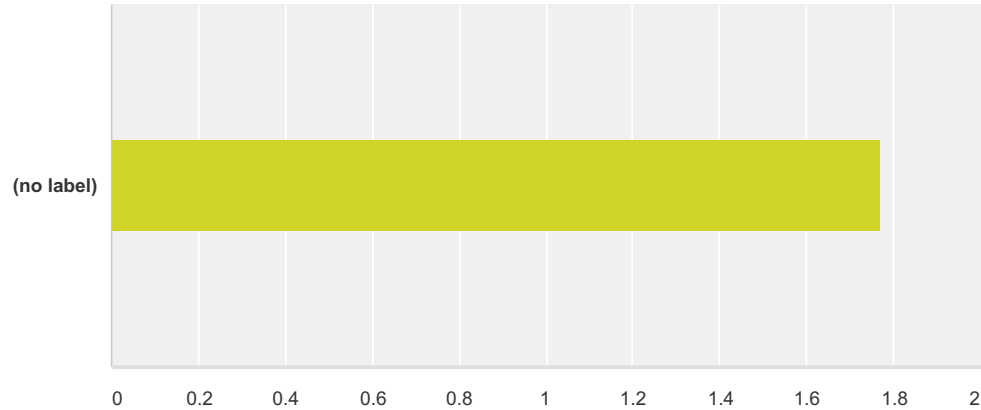
HB1490 Work Group - English Language Arts (ELA) K-5

30	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They are currently following a coherent path through and across all grade levels.	11/20/2015 3:29 PM
31	The lack of anchor standards is troubling. The proposed standards are rambling and at times incoherent.	11/20/2015 10:28 AM
32	No connection.	11/19/2015 4:56 PM
33	No, it isn't a coherent path. Why does one word sometimes change or why does the same standard appear in multiple grade levels? We are to identify two types of sentences in 2nd grade, the other two types in 3rd gr, and all four types in 4th gr, why is it restated there? There are standards in the punctuation section that belong in reading foundational skills for kdg - Name the printed letters that match the sound? How is that convention? Recognize appropriate sight words? How is that convention? Name letters for consonant and vowel sounds? these are in the wrong section.	11/17/2015 9:41 PM
34	Dialogue marks should definitely be introduced but NOT tested to mastery in 3rd grade. If you include it in the curriculum, my district will make us give a common assessment over it.	11/17/2015 4:31 PM
35	See above	11/16/2015 5:19 PM
36	L1B5th the parts of speech is not introduced as a whole until 5th grade. Students should not be expected to start knowing all 8 in 5th grade and it not being introduced in prior grades other than one part or two at a time.	11/16/2015 3:57 PM
37	Do we expect 4th and 5th grades to write in cursive? Grammar progressions are difficult to follow.	11/16/2015 3:49 PM
38	When does cursive drop?	11/16/2015 11:20 AM
39	Progression is not strong enough in the upper grade levels.	11/16/2015 10:48 AM
40	see notes above	11/12/2015 10:02 PM
41	We noticed K-2 standards would start a concept and then after a gap of time the standard would return in grades 3 or 4. Ex: prepositions are introduced in K but not mentioned again until Grade 4. The overall organization made the "coherent path" difficult to follow. Ex: In Grade 3, verbs were sprinkled throughout the list.	11/6/2015 4:19 PM
42	Make sure it is understood that by 5th grade students should know and understand verbs. Basic parts of speech understanding must be obtained prior to 5th grade because it will be impossible to completely teach all 8 parts of speech in depth.	11/2/2015 10:10 AM
43	They do not. Language objectives that need to be taught together have been divided up between grade levels for no logical reason. Objectives that need to be taught together are taught in isolation--which is a clear attempt to move away from the CCSS--and will now lack context and schemata for students to make sense of learning.	10/27/2015 10:38 AM

Language

Q41 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 188 Skipped: 588



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	60.11% 113	14.36% 27	14.36% 27	11.17% 21	188	1.77

#	Suggested revisions for standards:	Date
1	***Our greatest concern is the overuse of the verb identify throughout the Language standards. In many cases, it drops the difficulty level to a DOK 1. Suggestions for revision: Use, Demonstrate, Produce, Form, Explain, Understand	12/2/2015 6:01 PM
2	When comparing the current standards to the proposed standards, one can see many standards which are no longer in place that are grade-level appropriate.	12/2/2015 3:51 PM
3	Due to the massaging of language to the current standards, the rigor has been massaged out. Returning to the current language would maintain the rigor and high expectations we have for our students in each grade level. The proposed wording for some of the targets in the grammar strand use words/phrases like "Identify imperative and exclamatory sentences." I want students to do more than "identify." I want them to use these types of sentence in their own writing. For standards that use only "identify" in the stem, I would encourage to add "use or apply" so that teachers do not take the standard literally. Teachers will revert back to giving traditional grammar worksheets where students are diagramming sentences and circling words. Students need to be able to apply the rules of grammar and conventions to be college and career ready. Return to the language of the current MO Learning Standards.	12/2/2015 1:13 PM
4	Identify is not the verb that needs to be used. It drops the level to a DOK 1. We don't want to lower what we are currently doing.	12/2/2015 11:45 AM
5	Punctuation and spelling seem to have taken a step behind.	12/1/2015 2:32 PM
6	Punctuation and spelling seem to have taken a step behind.	12/1/2015 2:32 PM
7	Punctuation and spelling seem to have taken a step behind.	12/1/2015 2:31 PM

HB1490 Work Group - English Language Arts (ELA) K-5

8	Some of the higher rigor is missing!!!! Not good! : L1A: Kdg.e - MLS says produce and expand but new standard only says demonstrate use..In shared learning experiences they can do this 2nd.f - MLS says produce and expand complete simeple and compoud-new standard says to only identify. Rigor is lost if they can't produce. 2nd.e MLS says to produce expand and rearrange...not in the new standards...Do they not need to produce, expand...ect? 3rd.i - MLS says produce and expand...new standard only says identify. How do we know they truly understand if they can not produce? 4th.d - MLS says to use adjectives and adverbs...new standards only how you look at adverbs??? 4th. - MLS says to correctly use to, too, two etc but it is not found in the new standards anywhere. Where is it taught? 5th d - MLS asks for subject-verb and pronoun-antecedent agreement: New standards just states that they are to use pronouns but not subject and verb agreement. 5th f - I live the verbiage in the MLS recognize and correct. (they have to do both) L1B Kdg.a - I believe they can name them also. Kdg.e - Kindergartners, by the end of the year should be able to also write the letters that match the sound. New standards have lowered the rigor. 1st.b - Capitalize dates needs to be put back in...where else is it taught? 1st.c - MLS use commas in dates and words in a series - no standard for this. In fact I haven't found this at all in the new standards IN all of the new standards it says to alphabetize words...MLS says to consult reference materials. I believe both are needed...not just to alphabetize. 5th.h - MLS says to produce and expand simple and compound sentences...new standards only asks us to identify and punctuate compound sentence...that's just a worksheet!!! They also need to produce to show they know!!	12/1/2015 12:32 PM
9	The suggested standards lack thought provoking skills. We are suppose to enrich and engage student learning, but these standards are below what should be expected at the kindergarten grade level.	12/1/2015 11:12 AM
10	See above	11/30/2015 3:08 PM
11	We, as a State, will never be in the Top 10 by 20 if we focus on low-level dictionary skills, rather than rigorous standards. Many of these proposed "standards" are outdated. Cursive writing, dictionary skills, alphabetizing, etc. are not 21st century skills. While important, these are skills that the local schools should determine to what extent the will be covered. These are not rigorous standards.This feels as if we have regressed to lower level skills which were a part of the GLEs.	11/30/2015 2:14 PM
12	L1A 3rd Student's should form and use regular and irregular plural nouns (keep that in) L1A 3rd j. use current standard L1A 3rd... keep in producing simple and compound sentences.	11/30/2015 1:27 PM
13	See above.	11/30/2015 1:26 PM
14	L1A 3rd Students should form &use regular & irreglar plural nouns LIA 3rd J use current standard Producing simple & compound sentences should be included	11/30/2015 1:15 PM
15	It is developmentally rigorous especially writing legibly!	11/30/2015 1:09 PM
16		11/30/2015 1:09 PM
17	In grades 2-3 especially, remove language from 1A that states "identify and use...." to only "use..." "Identify" denotes rote teaching of an isolated skill when what we really want to consider is how students can correctly use and apply grammatical structures in their language. Remove 3rd grade standard 1Aj or change "identify" to "use."	11/30/2015 1:04 PM
18	I do like how it spirals throughout the grades.	11/30/2015 9:40 AM
19	I also think that taking out the standard about frequently confused words is a mistake. These are needed piece in the teacher of Proper English skills.	11/30/2015 9:36 AM
20	The standards are almost too rigorous. The standards are seeming to be very difficult for the Kindergarten age level. A student in Kindergarten, I believe, shouldn't be focusing on capitalizing I and ending words with s. I feel that this is where good handwriting skills should be stressed and also focusing on correct spelling and capitalization of the students name.	11/30/2015 9:34 AM
21	It appears that some 1st and 2nd grade common core skills have been pushed up to 3rd, 4th and 5th. It feels as though we are being either extremely to hard or extremely to easy. L1B 5th i. correctly identify and use apostrophes in singular nouns to show possession (to easy for 5th graders) On the other hand, common core listed compound declarative, interrogative, imperative and exclamatory sentences in 1st grade which seems to hard.	11/30/2015 9:23 AM
22	Some standards seem to be too challenging for certain grade levels, and some standards seem to be too easy for certain grade levels.	11/30/2015 9:03 AM
23	Some standards were moved to third grade from lower grade levels and are now simplified for third grade curriculum.	11/30/2015 8:58 AM
24	Some standards were moved to third grade from lower grades and are now overly simplified for third grade curriculum.	11/30/2015 8:58 AM
25	Too rigorous. We are leaving too many kids behind because we expect too much at too young of an age. Kids who come in with no pre-school or who are immature have almost no chance to keeping up with these standards. They are then condemned to a life of reading intervention, special ed, meds and low grades/MAP scores, all because we didn't give them time to develop at their own pace.	11/29/2015 7:50 PM

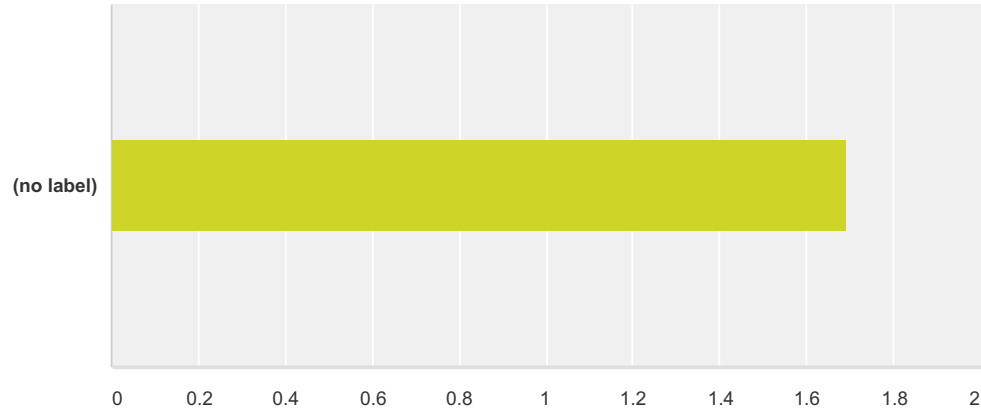
HB1490 Work Group - English Language Arts (ELA) K-5

26	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:37 AM
27	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They set a rigorous path of high expectations for students as they are.	11/20/2015 3:38 PM
28	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They set a rigorous path of high expectations as they are.	11/20/2015 3:29 PM
29	Often, standards have been added which are implied by current standards. The language of the proposed standards has neutered the strong work of the current standards.	11/20/2015 10:28 AM
30	The rigor is not there in these standards and lowers our expectations and opportunities for students.	11/19/2015 4:56 PM
31	Not as rigorous as the CCSS	11/17/2015 9:41 PM
32	Dialogue marks should definitely be introduced but NOT tested to mastery in 3rd grade. If you include it in the curriculum, my district will make us give a common assessment over it.	11/17/2015 4:31 PM
33	L1A5th The new standards have a lower level skill wording. Students are asked to only identify the 8 part of speech in the new standard. By this age they should be explaining the function of the parts of speech. Explaining the function would better match the skill set that is truly needed.	11/16/2015 3:57 PM
34	The word "use" can mean many things; therefore, the rigor can vary between districts.	11/13/2015 3:25 PM
35	***Our greatest concern is the overuse of the verb identify throughout the Language standards. In many cases, it drops the difficulty level to a DOK 1. Suggestions for revision: Use, Demonstrate, Produce, Form, Explain, Understand	11/6/2015 4:19 PM
36	Using punctuation in first grade not just identifying.	10/31/2015 11:09 AM
37	Attempts to help students and teachers use appropriate academic terminology from CCSS (i.e.: former use of the term "preposition" in Kindergarten standards) have been "dumbed down" to "time and place." Why? Why would we lower our expectations of our students' emerging vocabularies and model "watering down" for teachers? Academic terminology is important at all ages. Let's use the correct terminology throughout our K-12 standards so our teachers can be on the same page and see how progressions develop over time.	10/27/2015 10:38 AM

Language

Q42 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

Answered: 185 Skipped: 591



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	59.46% 110	22.16% 41	8.65% 16	9.73% 18	185	1.69

#	Suggested revisions for standards:	Date
1	L1Aa. should be locally assessed. CONCERN:The use of identify in so many of the standards would lead to a DOK 1 level State Assessment L1Ab. Suggestion for revision: Change identify to use	12/2/2015 6:01 PM
2	These could be assessed, but these standards do not meet the level of rigor one would expect.	12/2/2015 3:51 PM
3	Yes, the standards can be assessed in the classroom, but is that all we are going to do is assess and reassess students. When using standards based grading, the standards need to be simplified so we can accomplish this task.	12/1/2015 10:22 PM
4	Clarification is needed on what types of assessments instructors are to use in the classroom: observation, paper/pencil test, etc.	12/1/2015 6:36 PM
5	They all can be assessed, but changes needed as stated in previous suggestions.	12/1/2015 12:32 PM
6	The suggested standards lack thought provoking skills. We are suppose to enrich and engage student learning, but these standards are below what should be expected at the kindergarten grade level.	12/1/2015 11:12 AM
7	I feel like these standards provide adequate guidance for creation of curriculum and assessment at the classroom level. I question whether they can be assessed on the state assessment. Will there be language questions on the MAP as in years past, or will they all be assessed through writing on the state assessment? I fear that the second option, while more authentic, will provide less useful data to teachers and schools about areas of improvement and could limit students that are not native speakers of Standard English.	11/30/2015 10:59 PM
8	I hate the thought of some of these concepts being assessed on State testing when it doesn't seem appropriate for the grade level. In some cases, ideas from 5th grade are now added to 3rd grade curriculum for example.	11/30/2015 5:25 PM
9	How will write "legibly" be assessed? This is a skill and not a standard. This is a local decision. Standards are being replaced with numerous skills. Many new standards are lower level skills with no rigor. The proposed standards include a lot of "identify" rather than the higher level of the current standard which uses "determine" or "describe". This is a higher level than simply identifying.	11/30/2015 2:14 PM
10	assessed in the classroom and/or on state assessments: Yes	11/30/2015 1:09 PM

HB1490 Work Group - English Language Arts (ELA) K-5

11	Standards can be assessed both in the classroom and on state assessments but the standards are not necessarily appropriate. It is also important to mention that state assessments that utilize technology in assessing any standard could be skewed by the students technology ability.	11/30/2015 9:23 AM
12	Standards can be assessed, but not all of the standards are at the appropriate grade level.	11/30/2015 9:03 AM
13	Standards can be assessed in the classroom. However, not all of these standards are at the appropriate grade level.	11/30/2015 8:58 AM
14	The majority of standards can be assessed in the classroom. However, not all of the standards are at the appropriate grade level.	11/30/2015 8:58 AM
15	Not sure how to accurately assess legible writing in a state wide standard.	11/30/2015 8:38 AM
16	Too much to assess for so many kids.	11/29/2015 7:50 PM
17	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:37 AM
18	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They are currently assessed in the classroom as well as state testing.	11/20/2015 3:38 PM
19	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They can be assessed in the classroom and/or on a state assessment.	11/20/2015 3:29 PM
20	There is clear evidence that our current standards work. I feel we have caved to a minority group who has no real stake in our public schools and clearly has no understanding of the current standards. Many statements made about the current standards are inaccurate and demonstrate not only a lack of understanding, but clear evidence the standards have not been read.	11/20/2015 10:28 AM
21	I see many worksheets being printed during the teaching of these standards. At no point do you reference looking at how authors use these language skills in their work? Research shows that there is no gain in teaching language skills in isolation. I would hope that would have been taken into account in the creation of these standards.	11/19/2015 5:08 PM
22	This are very easily assessed, because they are rote memorization and ability to identify.	11/19/2015 4:56 PM
23	Too many to assess	11/17/2015 9:41 PM
24	Dialogue marks should definitely be introduced but NOT tested to mastery in 3rd grade. If you include it in the curriculum, my district will make us give a common assessment over it.	11/17/2015 4:31 PM
25	How do we assess something when it says use but doesn't describe how to use it?	11/13/2015 3:25 PM
26	how do you assess something when the standard says USE. It would be easier to test on if there was a particular way students are expected to USE a word.	11/13/2015 3:25 PM
27	How do you assess something if it says "use" as the verb? Do they need to know what each Grammar substandard is (noun, verb, article, conjunction) or just use them in their sentences? What is the expectation exactly?	11/13/2015 3:25 PM
28	Some of the first grade standards are not "paper pencil" assessments. I do NOT want to test the students to death. Handwriting???	11/13/2015 1:59 PM
29	I like that legible handwriting is included, however, you can not assess that on a state test.	11/13/2015 1:07 PM
30	Glad they added legible handwriting but it is not assessable on state testing.	11/13/2015 1:06 PM
31	Legible handwriting hard to assess on state assessments.	11/13/2015 1:05 PM
32	I like that handwriting is including however, that is hard to assess handwriting.	11/13/2015 10:59 AM
33	Neither print or cursive handwriting are assessed on our state assessment at the second grade level.	11/13/2015 10:59 AM

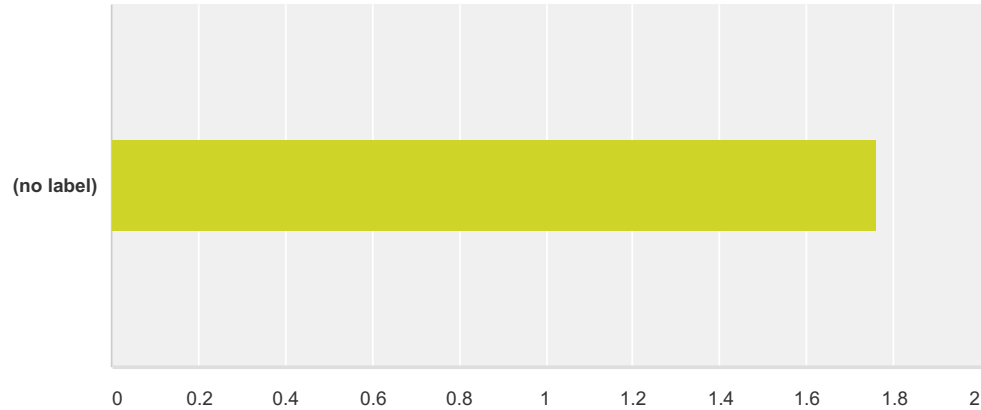
HB1490 Work Group - English Language Arts (ELA) K-5

34	Neither print or cursive handwriting are assessed on our state assessment at the second grade level.	11/13/2015 10:59 AM
35	not sure handwriting can be assessed on a standardized test	11/13/2015 10:59 AM
36	How do we assess legible writing, to we all have to use the same style; D'Nealian or Zaner .Bloser	11/12/2015 11:17 AM
37	How do we assess handwriting? Do we all have to use the same style of handwriting?	11/12/2015 11:17 AM
38	Some of the language standards will be difficult to assess except for through teacher observation or will require 1-1 assessment time.	11/8/2015 3:46 PM
39	L1Aa. should be locally assessed. CONCERN:The use of identify in so many of the standards would lead to a DOK 1 level State Assessment L1Ab. Suggestion for revision: Change identify to use	11/6/2015 4:19 PM
40	There is no concern for the teaching of grammar in isolation in the new standards. For example, in the 4th grade, a student is asked to "recognize the difference between coordinating conjunctions and subordinating conjunctions. However, there is no objective or standard to teach compound/complex sentences in this grade level. There is a discussion of "introductory clauses" but there is no development of the "clause" or "phrase in the elementary standards. Without the supporting standards and the coherence and unity between these standards, how is a teacher going to assess if a student can "recognize the difference between a coordinating conjunction and a subordinating conjunction"? Are we back to students taking quizzes on grammar in isolation where they simply memorize a list of coordinating and subordinating conjunctions? We had moved so far beyond this rudimentary level of instruction and assessment with the more seamless and sensible CCSS. Please reconsider how your punctuation standards directly tie into the grammar standards at the clause and phrase level.	10/27/2015 10:38 AM

Language

Q43 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 187 Skipped: 589



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	55.08% 103	21.93% 41	14.97% 28	8.02% 15	187	1.76

#	Suggested revisions for standards:	Date
1	Concern--Errors in examples given L1Ac. Grade 2- Incorrect examples were given. Suggested revision: Ex: hike/hiked	12/2/2015 6:01 PM
2	These standards are understandable to educators, but are not at an appropriate level of rigor.	12/2/2015 3:51 PM
3	The verbiage of the standards need to be much simpler in order for parents to understand.	12/1/2015 6:36 PM
4	I had to decipher what was meant, as described in the section about coherency.	12/1/2015 1:29 PM
5	L1A 5th f - I live the verbiage in the MLS recognize and correct. (they have to do both)	12/1/2015 12:32 PM
6	The suggested standards lack thought provoking skills. We are suppose to enrich and engage student learning, but these standards are below what should be expected at the kindergarten grade level.	12/1/2015 11:12 AM
7	Math looked great, but ELA standards are horribly disjointed.	11/30/2015 5:25 PM
8	I think as written they are understandable, just not desirable.	11/30/2015 1:57 PM
9	understandable to educators: Yes More clear to educators and specific explainable to parents: Yes	11/30/2015 1:09 PM
10	The organization of conventions is hard to follow. Also, it is hard to see the progression K-5.	11/30/2015 12:59 PM
11	It is difficult to follow and hard to see the progression K-5.	11/30/2015 9:30 AM
12	The majority of the standards are understandable but skills need to be grade level appropriate. Coding is also very confusing and inconsistent throughout the 3rd, 4th and 5th grade ELA crosswalk.	11/30/2015 9:23 AM
13	Standards are understandable, but again, not all of the standards are at the appropriate grade level.	11/30/2015 9:03 AM
14	The majority of standards are understandable to educators and explainable to parents and other stakeholders. However, the standards need to be listed at the appropriate grade level.	11/30/2015 8:58 AM
15	The majority of standards are understandable to educators and explainable to parents. However, you are receiving a score of 3 for this because the standards are not all listed at the appropriate grade level.	11/30/2015 8:58 AM

HB1490 Work Group - English Language Arts (ELA) K-5

16	What are "be" helping verbs, specifically? For the standard reading "For punctuation/capitalization/spelling..." What does "alphabetize reference sources appropriately" mean?	11/30/2015 8:38 AM
17	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:37 AM
18	Thank you for clearly stating the standards.	11/23/2015 1:30 PM
19	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They are understandable to educators as well as explainable to parents as they are.	11/20/2015 3:38 PM
20	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They are understandable to educators and explainable to parents and other stakeholders as they are.	11/20/2015 3:29 PM
21	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:28 AM
22	No, why would you say express time and space in kdg, rather than use common prepositions? That is a doable and appropriate thing for kdg, but you have named it in a confusing way.	11/17/2015 9:41 PM
23	Dialogue marks should definitely be introduced but NOT tested to mastery in 3rd grade. If you include it in the curriculum, my district will make us give a common assessment over it.	11/17/2015 4:31 PM
24	Organize the conventions in such a way that is easier to follow and understand. Make the progression K-5 more clear.	11/16/2015 3:49 PM
25	It is hard to see how the standards progress from K-5.	11/16/2015 2:41 PM
26	Difficult to follow	11/16/2015 11:20 AM
27	Organization of conventions is difficult to follow.	11/16/2015 10:48 AM
28	When you say use on the grammar standards, what do you mean? How do you want the students to use them?	11/13/2015 3:25 PM
29	Please be more specific in exactly what you want students to do. What does "use" mean?	11/13/2015 3:25 PM
30	Using the terms declarative and interrogative are difficult for second grade. Use statements and questions instead.	11/13/2015 1:07 PM
31	Declarative and interrogative are difficult terms for 2nd graders to recall.	11/13/2015 1:06 PM
32	Declarative and interrogative are difficult terms for 2nd grade to recall.	11/13/2015 1:05 PM
33	Difficult terms for second graders to understand, declarative and interrogative, simple statement, question are easier.	11/13/2015 10:59 AM
34	'Declarative and interrogative' are difficult terms for second grade to recall. Simple 'statement and question' are developmentally appropriate.	11/13/2015 10:59 AM
35	Declarative and interrogative are difficult terms for second grade to recall. Simple statement and question are developmentally appropriate.	11/13/2015 10:59 AM
36	Punctuation and Capitalization Grade 4 F: Alphabetize reference sources. Could use example or description...unclear.	11/12/2015 3:29 PM
37	L3.1Aj The language and expectations are confusing.	11/12/2015 11:09 AM
38	I like how specific the standard are; will help me to easily teach.	11/11/2015 2:29 PM
39	Concern--Errors in examples given L1Ac. Grade 2- Incorrect examples were given. Suggested revision: Ex: hike/hiked	11/6/2015 4:19 PM

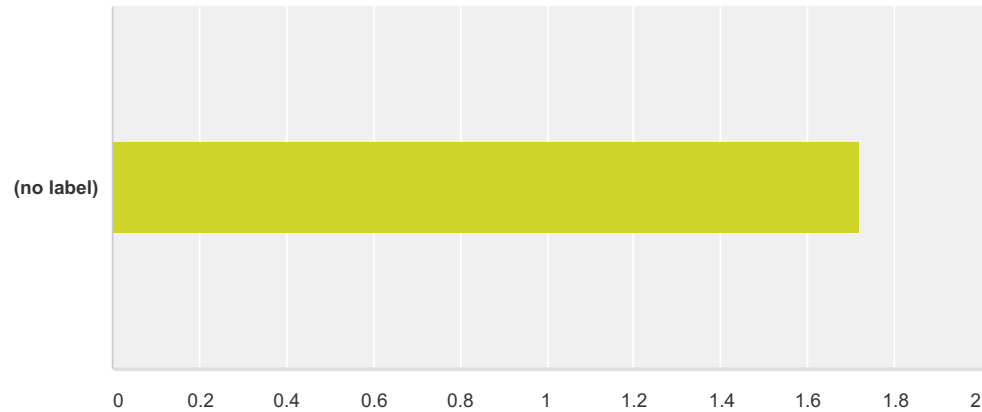
HB1490 Work Group - English Language Arts (ELA) K-5

40	<p>Any hint of "challenge," intellect, and precise academic terminology (i.e.: "determiners," "prepositions," "interrogative") has been removed in favor of watered-down descriptors that are now arbitrary without the common language. Why can't we refer to grammar by its appropriate terminology? The use of appropriate academic terminology does not inhibit understanding by the general public, rather it ensures that teachers can properly understand the standards and how to address the standards among grade levels as well as to students. Further, the original CCSS used the appropriate academic terminology with an explanation (usually in parentheses) to ensure that multiple stakeholders could grasp the language of the objective.</p>	10/27/2015 10:38 AM
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Language

Q44 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 186 Skipped: 590



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	61.83% 115	15.05% 28	12.90% 24	10.22% 19	186	1.72

#	Suggested revisions for standards:	Date
1	***Our greatest concern is the overuse of the verb identify throughout the Language standards. In many cases, it drops the difficulty level to a DOK 1. Suggestions for revision: Use, Demonstrate, Produce, Form, Explain, Understand Alphabetizing--Does research show this skill ensures college readiness? We are concerned about how heavily weighted it is K-3.	12/2/2015 6:01 PM
2	Too simplistic.	12/2/2015 3:51 PM
3	Students need real world application of standards in this strand. I don't feel as though they are written for "application" of the skill. I read them more as isolated skills to teach and learn. Returning to the current MO Learning Standards would solve this issue.	12/2/2015 1:13 PM
4	See the rigor comments please.	12/1/2015 12:32 PM
5	The suggested standards lack thought provoking skills. We are suppose to enrich and engage student learning, but these standards are below what should be expected at the kindergarten grade level.	12/1/2015 11:12 AM
6	The standards do not flow smoothly from grade level to grade level.	11/30/2015 5:25 PM
7	After edited for third grade	11/30/2015 3:08 PM
8	after edited	11/30/2015 1:27 PM
9	After edited.	11/30/2015 1:26 PM
10	L1A 3rd Students should form & use regular & irreglar plural nouns LIA 3rd J use current standard Producing simple & compound sentences should be included	11/30/2015 1:15 PM
11	In grades 2-3 especially, remove language from 1A that states "identify and use...." to only "use..." "Identify" denotes rote teaching of an isolated skill when what we really want to consider is how students can correctly use and apply grammatical structures in their language.	11/30/2015 1:04 PM

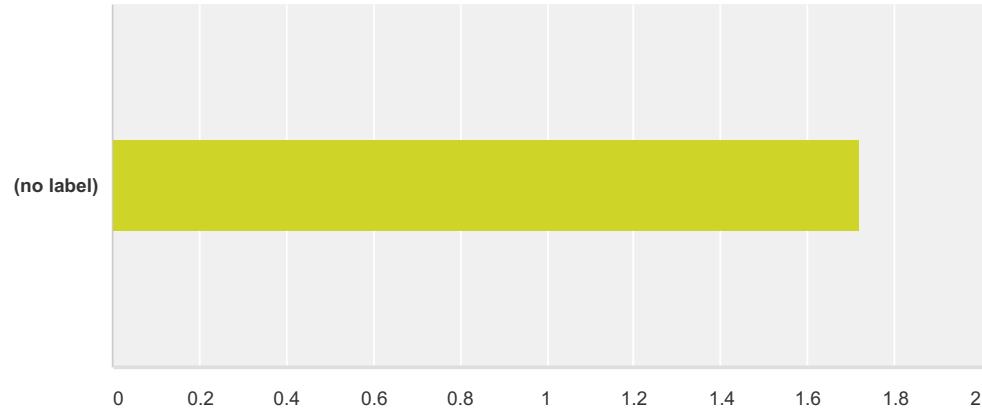
HB1490 Work Group - English Language Arts (ELA) K-5

12	Reference materials are still a viable source of information gathering. It would not be advisable to take out the use of those. I understand we live in a world of technology, and that it is easier and faster to just use that technology, but it is not the only way and we don't know what our future holds. We need to prepare our students in ALL facets.	11/30/2015 9:36 AM
13	Once all standards have been addressed and are put in the appropriate grade level this strand will be alright. L1B 5th In written text: * The common core L.5.2 doesn't seem to be covered as capitalization and punctuation isn't listed in this section. Fifth graders definitely have trouble with capitalization and punctuation and still need to master this skill. L1B5th h. correctly identify and punctuate compound sentences * The common core L.1.2 isn't covered in the standard. The common core states "produce and expand complete simple and compound declarative, interrogative. L1A5th In speech and written form, apply standard English grammar to: a. write legibly (not sure this is the correct category, shouldn't this be in writing)	11/30/2015 9:23 AM
14	After the standards have been placed at the appropriate grade level, they will be acceptable.	11/30/2015 9:03 AM
15	After the standards have been revised to be at the appropriate grade level, they will display readiness upon graduation.	11/30/2015 8:58 AM
16	After standards are put in the appropriate grade level curriculum, they will represent the necessary content for a student to reach college and/or career readiness upon graduation.	11/30/2015 8:58 AM
17	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:37 AM
18		11/23/2015 1:30 PM
19	I am an educator in Missouri and do not feel that the current common core standards need to be changed. The common core are developing students to be prepared for college and/or career readiness.	11/20/2015 3:38 PM
20	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They represent the necessary content for a student to reach college and/or career readiness upon graduation as they are.	11/20/2015 3:29 PM
21	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:28 AM
22	Have you given any thought to the idea of word study? Did you take that into account when you were developing these language skills?	11/19/2015 5:08 PM
23	I am worried that we are limiting our students based on fears that they can't use language, when in fact we know that they need exposure to reach proficiency.	11/19/2015 4:56 PM
24	Dialogue marks should definitely be introduced but NOT tested to mastery in 3rd grade. If you include it in the curriculum, my district will make us give a common assessment over it.	11/17/2015 4:31 PM
25	Given the advances in technology, is alphabetizing a skill needed enough to waste valuable instructional time? Dictionaries, encyclopedias, phone books, etc. are already basically obsolete.	11/12/2015 10:02 PM
26	***Our greatest concern is the overuse of the verb identify throughout the Language standards. In many cases, it drops the difficulty level to a DOK 1. Suggestions for revision: Use, Demonstrate, Produce, Form, Explain, Understand Alphabetizing--Does research show this skill ensures college readiness? We are concerned about how heavily weighted it is K-3.	11/6/2015 4:19 PM
27	They have been lowered and are less rigorous than they were before. They do not build on each other in a sequential and developmental manner. Grammar is taught in isolation and with less context than was present in the CCSS. In terms of preparing students for college and/or career readiness, this is a step backwards from the current MLS (CCSS).	10/27/2015 10:38 AM

Language

Q45 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 184 Skipped: 592



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	59.78% 110	17.93% 33	12.50% 23	9.78% 18	184	1.72

#	Suggested revisions for standards:	Date
1	RECIPROCITY is necessary	12/2/2015 11:45 AM
2	Where are irregular plurals?	12/1/2015 1:29 PM
3	See the rigor comments please.	12/1/2015 12:32 PM
4	The suggested standards lack thought provoking skills. We are suppose to enrich and engage student learning, but these standards are below what should be expected at the kindergarten grade level.	12/1/2015 11:12 AM
5	After edited for third grade	11/30/2015 3:08 PM
6	after edited	11/30/2015 1:27 PM
7	After edited.	11/30/2015 1:26 PM
8	L1A 3rd Students should form & use regular & irreglar plural nouns LIA 3rd J use current standard Producing simple & compound sentences should be included	11/30/2015 1:15 PM
9	accurate and encompass the breadth of the content: Sure	11/30/2015 1:09 PM
10	These seem to "cover" many skills, however, it is difficult to see the depth.	11/30/2015 12:59 PM
11	Too many and not enough depth.	11/30/2015 9:30 AM
12	The standards in this strand are accurate and encompass the content of Language but it is questionable if some standards are listed in the correct category. One example: L1A 5th In speech and written form, aply standard English grammar to: a. write legibly (should this be listed as a standard in writing. If writing is included in Language then why don't we include spelling etc...)	11/30/2015 9:23 AM
13	After the standards have been placed at the appropriate grade level and the knowledge of language is addressed, they will be acceptable. The current knowledge of language common core standards are not in the proposed ones.	11/30/2015 9:03 AM
14	Once the standards are put in the appropriate grade level curriculum and once knowledge of language standards are addressed they will be accurate and encompass the breadth of the content.	11/30/2015 8:58 AM

HB1490 Work Group - English Language Arts (ELA) K-5

15	Once standards are put in the appropriate grade level curriculum and once knowledge of language standards are addressed, they will be accurate and will encompass the breadth of the content.	11/30/2015 8:58 AM
16	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:37 AM
17	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They are accurate and encompass the breadth of the content.	11/20/2015 3:38 PM
18	I am an educator in Missouri and do not feel that the current common core standards need to be changed. They are accurate and encompass the breadth of the content.	11/20/2015 3:29 PM
19	They are limited and weakened.	11/20/2015 10:28 AM
20	Dialogue marks should definitely be introduced but NOT tested to mastery in 3rd grade. If you include it in the curriculum, my district will make us give a common assessment over it.	11/17/2015 4:31 PM
21	Once again, I see the theme of quantity vs. quality--There are many skilled covered, but it is difficult to see the depth of student learning.	11/16/2015 3:49 PM
22	Depth?	11/16/2015 11:20 AM
23	Push these back up to 6th grade.	11/13/2015 1:18 PM
24	Must use academic vocabulary throughout K-12 standards. Use correct grammatical term for units of language being studied.	10/27/2015 10:38 AM

Language

Q46 Overall comments regarding the proposed standards for Language:

Answered: 76 Skipped: 700

#	Responses	Date
1	In our school, the only concern regarding language was the items commented on.	12/2/2015 9:31 PM
2	These comments are from a team of Instructional K-4 Literacy Specialists, a Reading Recovery teacher leader, and a District Literacy Leader. What are the researched authors that were used to develop these proposed standards? Overall, we do not feel these are indicative of the current research.	12/2/2015 6:01 PM
3	I do not think that these standards are developmentally appropriate for the age of first graders. If we continue to overwhelm students, and even teachers, with this much at such a young age we are going to see failures in school increase drastically. We do not have time to teach the basics and foundations that they need, because of all the standards. School is supposed to be a safe place for students, instead it has become just as stressful and overwhelming as their home environments. We are throwing too much at them at once, and not keeping in mind the innocence of their childhood and the development of their brains to be able to comprehend. Also, These standards are not understandable to educators and if they cannot be comprehended by educators, how could we expect a parent to understand them.	12/2/2015 4:21 PM
4	Highly recommend using the language of the current MO Learning Standards.	12/2/2015 1:13 PM
5	There is a lack of reciprocity demonstrated across the standards - language - reading - writing. They lack alignment and coherence. A major revision needs to be completed. There is terminology that is used incorrectly. There needs to be a continuum of literacy behaviors. These are "expectations" in the field of literacy literacy. See literacy behaviors (Fountas, Pinnell, Dorn-Soffos, Primary Literacy Standards by the NEW Standards Project. Key idea- It shows they looked at our OLD standards and the ones from Massachusetts and the CCSS standards. Why are we looking at the California standards and Texas standards - where they have not had as significant positive scores on NAEP as we have. What is the Stotsky Standards model? It is not used widely. She is a retired prof. from Arkansas. Look at the examples. There are several that are incorrect. For instance L1A C Grade 2 recommend hike-hiked.	12/2/2015 11:45 AM
6	L1A Kdg b. "Identify" is not developmentally appropriate L1B Kdg e. consonant and vowels? Too vagu. Combine e and h or give examples. L1A 4th- Should this be a 4th grade standard? This is taught more in 3rd grade. L1A g. identifying the four types of sentences is not as important as being able to successfully construct L1B 4th a. (this is already covered in writing standards) L1B4th c. add "and all capitalization" L.4.3 current MLS- this is such an important skill for 4th graders to have. It is not in the propsed standards	12/2/2015 11:22 AM
7	These standards are EXACTLY what has been missing from the CCSS. This is much needed!! Yes!	12/1/2015 10:24 PM
8	Keeping the standards coded as closely to the common core standards would be very helpful to the teachers as the materials we have purchased over the last couple of years will have to be adapted to the new Missouri standards. Districts have been writing curriculum since Common Core became our standards and now all of that work will need to be adapted / rewritten to the new Missouri standards. This will require a lot of time and money to accomplish.	12/1/2015 10:22 PM
9	There are too many standards at each grade level = mile wide, inch deep!!!	12/1/2015 6:02 PM
10	When should they be able to read cursive? Clear up the term "grade appropriate". Who defines what is grade appropriate? When should keyboarding skills be introduced?	12/1/2015 2:32 PM
11	When should they be able to read cursive? Clear up the term "grade appropriate". Who defines what is grade appropriate? When should keyboarding skills be introduced?	12/1/2015 2:32 PM
12	When should they be able to read cursive? Clear up the term "grade appropriate". Who defines what is grade appropriate? When should keyboarding skills be introduced?	12/1/2015 2:31 PM
13	Was a speech-language pathologist consulted? They are the developmental language experts.	12/1/2015 1:29 PM
14	The standards themselves seem to have lowered our higher expectations for our students. That was hard to take.	12/1/2015 12:32 PM
15	The suggested standards lack thought provoking skills. We are suppose to enrich and engage student learning, but these standards are below what should be expected at the kindergarten grade level.	12/1/2015 11:12 AM
16	Both the language and vocabulary strands are nicely done, however, how it is set up my cause teachers to teach them in isolation rather than within context.	12/1/2015 8:53 AM

HB1490 Work Group - English Language Arts (ELA) K-5

17	What is the expectation for cursive? Organization of conventions is difficult to follow. It is hard to see the progressions through K-5. Standards seem to cover many skills, but lack depth.	12/1/2015 8:36 AM
18	What is the expectation for cursive. Organization of conventions is difficult to follow. It is hard to see the progression through k-5. Standards seem to cover many skills, but lack depth.	12/1/2015 8:36 AM
19	What is the expectations for cursive? Organization of conventions is difficult to follow, hard to see the progressions K-5, and the standards cover many skills but lack depth.	12/1/2015 8:35 AM
20	What is the expectation for cursive? does that mean we don't have to teach it? Organization of conventions is difficult to follow. It is hard to see the progressions K-5. Standards seem to cover many skills but not lack depth.	12/1/2015 8:34 AM
21	What is the expectation for cursive? 4th and 5th grade "write legibly" Organization of conventions is difficult to follow, hard to see the progressions K-5 standards cover many skills but lack depth	12/1/2015 8:34 AM
22	I feel as though these are an improvement over the current standards because they more clearly lay out expectations and a progression across grade levels.	11/30/2015 10:59 PM
23	Thank you for including handwriting! I had parents question me about this several years ago because they felt that students needed to learn this skill.	11/30/2015 7:01 PM
24	The disconnect from grade level to grade level is unacceptable. The language standards seem to be covering a broad array of topics, but that will not allow teachers the depth that is needed for mastery.	11/30/2015 5:25 PM
25	Standards are being replaced with numerous skills. Many new standards are lower level skills with no rigor. The proposed standards include a lot of "identify" rather than the higher level of the current standard which uses "determine" or "describe". This is a higher level than simply identifying. How will write "legibly" be assessed? This is a skill and not a standard. This is a local decision. We, as a State, will never be in the Top 10 by 20 if we focus on low-level dictionary skills, rather than rigorous standards. Many of these proposed "standards" are outdated. Cursive writing, dictionary skills, alphabetizing, etc. are not 21st century skills. While important, these are skills that the local schools should determine to what extent they will be covered. These are not rigorous standards. Many of the additions (with no matching current standard) are not standards at all, but rather specific skills. An example would be to list things in alphabetical order. This is a specific skill, which should be a local decision. There are too many standard to begin to teach in a school year at all grades, K-5. Districts will have a huge job of focusing our curriculum to power standards. What do the words "appropriate", "legible" and "recognize" mean and how can they be measured?	11/30/2015 2:14 PM
26	I was very disappointed.	11/30/2015 1:57 PM
27	L1A: Keep progressive form instead of "be" verbs L1B (d, e, f): Capitalization also seems overly specific. Only assessing capitalization of proper adjectives is too specific, when other components of a sentence need capitalizing and are not addressed in this standard. Old standard of capitalizing is almost too vague, but capitalization is still important. Not sure about this one	11/30/2015 1:09 PM
28	L1A: Keep progressive form instead of "be" verbs L1B (d, e, f): Capitalization also seems overly specific. Only assessing capitalization of proper adjectives is too specific, when other components of a sentence need capitalizing and are not addressed in this standard. Old standard of capitalizing is almost too vague, but capitalization is still important. Not sure about this one	11/30/2015 1:09 PM
29	L1A: Keep progressive form instead of "be" verbs L1B (d, e, f): Capitalization also seems overly specific. Only assessing capitalization of proper adjectives is too specific, when other components of a sentence need capitalizing and are not addressed in this standard. Old standard of capitalizing is almost too vague, but capitalization is still important. Not sure about this one	11/30/2015 1:03 PM
30	L1A: Keep progressive form instead of "be" verbs L1B (d, e, f): Capitalization also seems overly specific. Only assessing capitalization of proper adjectives is too specific, when other components of a sentence need capitalizing and are not addressed in this standard. Old standard of capitalizing is almost too vague, but capitalization is still important. Not sure about this one.	11/30/2015 12:59 PM
31	Much better than reading standards. A few tweaks for clarification would make a world of difference.	11/30/2015 12:59 PM
32	1A Communicate using conventions of English language Identify subject verb agreement in 2nd grade when it should be used correctly in 3rd grade	11/30/2015 11:20 AM
33	Alignment issues... 1A Communicate using conventions of English language Identify subject verb agreement in 2nd grade when it should be used correctly in 3rd grade	11/30/2015 11:19 AM
34	Many of the standards seem to be too rigorous. They do not allow for many children to "catch up" with where they are to be functioning in school, especially in the younger years. Children still need to be children and need to discover as they learn. Unfortunately, some of these standards take that ability away and force too much stress on our young children. In return, these children can end up falling behind and not able to catch. up.	11/30/2015 9:36 AM

HB1490 Work Group - English Language Arts (ELA) K-5

35	The overall coding of the ELA crosswalk is confusing. Skills have been moved from one grade level to another and from one category to another but it is unclear where these skills are or if they have been placed at all. The statement "not in proposed standards" leaves a lot of questions. Where did it go? Was these skills moved to a different category? etc... Also, it is very confusing and unclear whether standards are being introduced or mastered.	11/30/2015 9:23 AM
36	Coding system doesn't make sense. You don't know what the "A" and "B" stands for. It should possibly be "G" for grammar and "C" for conventions. Also, basic grammar and convention skills should be included at lower grade levels for mastery.	11/30/2015 9:03 AM
37	Some standards need to be revised. Several standards that were previously taught in primary grades are not appropriate to be taught in the third grade curriculum. These standards are oversimplified for third grade. Knowledge of language standards were completely removed from curriculum at all grade levels and needs to be addressed somewhere in the curriculum.	11/30/2015 8:58 AM
38	Overall, the standards need some revision. Several skills that were previously taught in primary grades are not appropriate to be taught in the third grade curriculum. These standards are now overly simplified and are not holding students to a high caliber of work. Knowledge of language standards were completely removed from curriculum at all grade levels and need to be addressed somewhere in the curriculum.	11/30/2015 8:58 AM
39	I hope that someone really looks hard at these standards and thinks about the little brains that we are trying to force them into. These are KIDS, not robots. I'm not sure when we went to every kid having to be at this incredibly high level at such a young age. There needs to be room for the kids who are not quite ready yet to become ready and not be pulled out of the classroom all the time for interventions. This just makes them further behind. Give them time to develop. Make the standards reflect what young children can actually learn, not what we wish they could all learn.	11/29/2015 7:50 PM
40	There are several major concerns about the proposed K-5 ELA standards. First, it is a big concern that there is no vertical alignment K-12. The K-5 work group and the 6-12 work group never met allowing the groups to discuss the alignment of the standards K-12 or the organization of the document. Essentially there are two separate documents with very different ideas about how ELA should be taught. This will not meet the needs of Missouri's students and will cause major confusion among educators. Second, the organization of the K-5 document is poor. It appears to be teaching components in isolation (i.e., poetry, drama, vocabulary, dictionary skills, etc.). Vocabulary instruction should not be isolated from reading. In addition, it is very difficult to see a balance within the proposed standards (i.e., informational text and literature, genre, length of text, text complexity, etc.). Third, the progressions are not clearly defined. In several instances the wording past third grade says, "continue to address earlier standards as needed and as applies to more difficult texts" or the wording is left the same from grade level to grade level with no clear delineation between the expectations. Text complexity is NOT addressed which leaves this up to interpretation and does not clearly establish expectations for educators. Finally, the number of standards has increased which will encourage drill and kill instruction and allow little time for critical thinking of text. Teachers must help students develop the strategies needed to comprehend and analyze text. The proposed K-5 ELA standards are a sharp backward for Missouri and our students deserve better.	11/29/2015 10:37 AM
41	• L1A.a With technology paramount in our daily lives, cursive is outdated. It is time consuming instruction that would be better served with core curriculum. Possibly it could be moved to a Fine Art standard. • L1A.f Students should be able to identify all four types of sentences not just imperative and exclamatory. The terms imperative, interrogative, declarative, and exclamatory should not be required at this level, but use the terms command, statement, question, and exclamation.	11/28/2015 9:31 AM
42	I have looked over all grades K-5 and these standards look appropriate and are very well understood per grade level. I like the way they are set up so you can see ALL grade levels on the same page. This is very helpful in reading without flipping back and forth.	11/25/2015 11:10 AM
43	The specificity of the Language standards is appreciated.	11/23/2015 10:42 AM
44	I feel this is ridiculous that we are wasting money to redo standards that are developmentally appropriate and create rigor for our students. As a nation we need to be developing a curriculum so that we can use collectively. Why are we wanting to assess our nation's children differently in each state, why? Should we not want our children learning and developing at the same rate using the same standards. We are allowing people who are not educators or with a an education background to dictate how and what our children are learning. We need people to take a stand and allow educators to do their job.	11/20/2015 3:38 PM
45	As an educator who currently teaches the current common core standards, I feel that the growth and improvement we are seeing in academic achievement is proof that the common core standards are a path that we should continue to follow.	11/20/2015 3:29 PM
46	What a detriment to our students. I urge you to reconsider this and with our students well being as the ultimate goal. Please respect the hard work of our teachers.	11/20/2015 10:28 AM
47	I am glad Missouri's students are in the hands of three people! That is terrifying.	11/19/2015 5:08 PM

HB1490 Work Group - English Language Arts (ELA) K-5

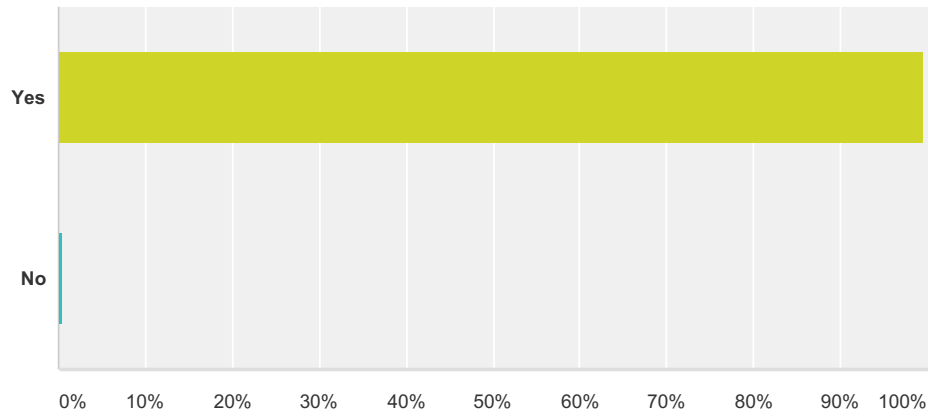
48	A better option is the current Missouri Learning Standards. They will be much more sufficient to prepare our students for college and career readiness. I am a third grade teacher in Kansas City and would not want to remain in this profession if this was what we felt was best to prepare our students for a 21st century workplace.	11/19/2015 5:01 PM
49	I am concerned with the fact that many of these standards simply ask our students to identify grammar in 4th and 5th grade. Students are and are ready to be applying these skills naturally, with support and encouragement. I feel like there is no connection between the conventions in Grades 4 and Grade 5. I am worried that we are waiting too late to have these language conversations to expose students information. I am concerned that so few people were involved in this committee work.	11/19/2015 4:56 PM
50	It is better after the revision because the grammar aspects are more defined. It is helpful to have each part broke down.	11/18/2015 2:37 PM
51	If you feel so strongly about handwriting, which is not only apparent from conversations in the media, but also by the location of that standard, why don't you just add it to the Missouri Learning Standards, aka the CCSS? Each state is allowed to add 15%. Let's do that and not go through the process of thinking we can have better standards by ourselves rather than preparing our students to be ready anywhere - not just here.	11/17/2015 9:41 PM
52	Overall, I agree with most of what you have. However, my chief concern is that if you have it in the curriculum, then my district makes us test to mastery over it. Therefore, I believe dialogue marks should be introduced, not tested to mastery. The students could "identify," but save "demonstrating" for 4th grade, please.	11/17/2015 4:31 PM
53	I am concerned with Missouri changing our English Language Arts standards after schools, such as the one I work in, have spent many hours and dollars revising and rewriting curriculum to match the Missouri Learning Standards. Is it fair to expect Missouri educators to be able to revise yet again and implement those standards with materials that are not aligned with testing over those standards expected within a year? Has anyone thought about the students in this process? Many of our students are transient these days. It is much easier on them to have common standards between states. If Missouri wants to add some, we are free to add to the Missouri Learning Standards without throwing them all out and returning to what appears to be our old GLEs. It seems like we are taking a step backward.	11/17/2015 8:02 AM
54	Overall the standards are very similar to the old standards. The specific wording in the new standards is nice. In L1Bk the "great appropriate words" is very specific and should have a list referenced if there is one. If there is not a list at the moment, it needs to be given on the standards.	11/16/2015 3:57 PM
55	Overall I think that these standards are very grade appropriate for 1st grade. I am excited for the changes and to see the growth in my students when teaching these items.	11/13/2015 3:25 PM
56	The standards are right on track for what students can do and what teachers can teach. The standards meet the students at their learning level.	11/13/2015 3:25 PM
57	Do NOT add tons of testing/assessments to first grade!	11/13/2015 1:59 PM
58	This strand was acceptable as long as the changes are made to L1B 5th.	11/13/2015 1:18 PM
59	This strand was put together well except for the minor changes I noted above.	11/13/2015 1:18 PM
60	Love that you are including handwriting in the standards.	11/13/2015 10:59 AM
61	Seem reasonable and yet rigorous enough. Contain some of the basic skills students have been missing.	11/12/2015 3:29 PM
62	I am not happy with the ordering/numbering of the standards. For example we will continue to have the standard of form and use regular and irregular verbs, but they are in different order. The teachers are going to have to memorize all new standard numbers.	11/12/2015 11:11 AM
63	I don't like the numbering is so different from the common core.	11/12/2015 11:09 AM
64	Liked how they were more age appropriate and specific, they were much easier to follow	11/11/2015 3:53 PM
65	From a first grade teacher point of view, these seem reasonable. It is hard to judge the quality and validity as the grade levels increase. When you are talking about spelling appropriate sight words, what list are you using as your guide? It would help with expectations, if that were mentione.	11/11/2015 3:39 PM
66	The Language standards are much better for understanding and teaching.	11/11/2015 2:29 PM
67	The team has done a great job developing these standards. Most of them are things that we already are doing in our classrooms. Thank you for not adding to our plates!	11/7/2015 11:32 AM
68	These comments are from a team of Instructional K-4 Literacy Specialists, a Reading Recovery teacher leader, and a District Literacy Leader. What are the researched authors that were used to develop these proposed standards? Overall, we do not feel these are indicative of the current research.	11/6/2015 4:19 PM
69	These strands seem to be very appropriate for the grade levels indicated. They will challenge students, and stretch there ability to think in a broader range for writing needs in the future.	11/4/2015 8:42 AM

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70	I am glad to see that cursive writing is in the language strand!!	11/3/2015 9:58 AM
71	These look more definite and clear as to what exactly needs to be taught than the current standards.	11/2/2015 10:10 AM
72	Why are we referencing California and Massachusetts state standards from 14-15 years ago? If we reference those states (which I have no objection to) than we should look at their current standards, right?	10/31/2015 11:09 AM
73	Well developed, we just need to hold students accountable for legible writing all the way through 5th grade to justify teachers spending time on this important lifetime skill.	10/29/2015 8:01 PM
74	What type of cursive writing should be taught?	10/28/2015 9:08 AM
75	Makes sense!	10/27/2015 4:01 PM
76	These standards are a disappointment and reflect the impossible task that was presented to the workgroups. The effort to purposefully move, divide and water down the language in standards simply to satisfy the legislatures desire to move away from Common Core is obvious. Districts in our state have made HUGE gains with kids since the implementation of the CCSS. These new standards would take us several steps backwards, cause more confusion among educators (without the appropriate academic terminology in place), and cause learning gaps due to an illogical division of standards. Please consider revamping these standards and aligning them closely with 6-12. These standards need a lot of work by educators who are intimately familiar with the English Language (for example: who have content-specific English degrees, not simply education degrees with English certification).	10/27/2015 10:38 AM

Q48 Do you work or reside in Missouri?

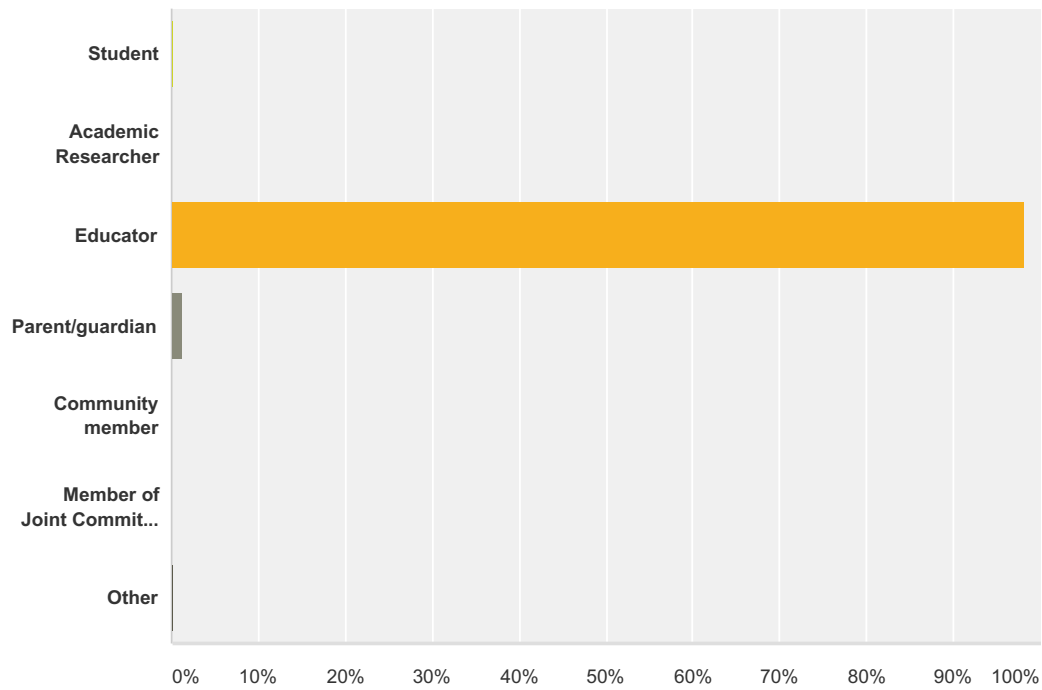
Answered: 387 Skipped: 389



Answer Choices	Responses	
Yes	99.48%	385
No	0.52%	2
Total		387

Q49 How might you define your relationship to Missouri schools?

Answered: 387 Skipped: 389



Answer Choices	Responses	
Student	0.26%	1
Academic Researcher	0.00%	0
Educator	98.19%	380
Parent/guardian	1.29%	5
Community member	0.00%	0
Member of Joint Committee on Education	0.00%	0
Other	0.26%	1
Total		387

Q50 What is your work or residential zip code?

Answered: 362 Skipped: 414

#	Responses	Date
1	63366	12/2/2015 11:33 PM
2	64485	12/2/2015 10:07 PM
3	64424	12/2/2015 7:38 PM
4	63105	12/2/2015 7:30 PM
5	65721	12/2/2015 6:03 PM
6	63841	12/2/2015 5:31 PM
7	64080	12/2/2015 5:23 PM
8	63125	12/2/2015 4:33 PM
9	65550	12/2/2015 4:22 PM
10	65401	12/2/2015 4:21 PM
11	65401	12/2/2015 4:18 PM
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13	65401	12/2/2015 4:18 PM
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33	65706	12/2/2015 8:12 AM
34	63303	12/1/2015 10:57 PM

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361	64068	10/26/2015 9:57 PM
362	64068	10/26/2015 9:49 PM

Q51 Which Missouri department of higher education institute do you represent?

Answered: 0 Skipped: 776

#	Responses	Date
	There are no responses.	

Q52 What is your current role at this institution?

Answered: 0 Skipped: 776

#	Responses	Date
	There are no responses.	

Q53 How long have you worked in higher education?

Answered: 0 Skipped: 776

! No matching responses.

Answer Choices	Responses
0-5 Years	0.00% 0
6-10 Years	0.00% 0
11-15 Years	0.00% 0
16-20 Years	0.00% 0
20+ Years	0.00% 0
Total	0

Q54 List any current course(s) you teach:

Answered: 0 Skipped: 776

#	Responses	Date
	There are no responses.	

Q55 Name:

Answered: 0 Skipped: 776

#	Responses	Date
	There are no responses.	